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ABSTRACT

The final evaluation report examines the effectiveness of Project Referral, Evaluation, and Placement Training, a New York City program to improve the delivery of services to handicapped children. The program consisted of three components: (1) the computerized Management Information System, (2) the Nondiscriminatory Assessment Component, and (3) the Committees on the Handicapped (COH) and School Based Support Teams (SBST) training component. Evaluation of the Management Information System indicated a 100 percent concordance between the data reporting needs of the Division of Special Education and the output reports generated by the system. Evaluation of the Nondiscriminatory Assessment Component yielded the following findings: (1) the ethnic composition of referrals for evaluation was proportionate to that of the school population; (2) Blacks were highly overrepresented in public school programs for the emotionally handicapped (EH) and moderately overrepresented in programs for educable mentally retarded (EMR); (3) Hispanics and Blacks were highly underrepresented in publicly funded private school programs for the EH and EMR; and (4) differential representation in public and private school placements accounted for nearly all of the ethnic disparity in EH placements and much of the disparity in EMR placements. Evaluation of the COH and SBST training component showed that staff had developed the manuals, forms, and procedures for the school based model and had trained SBST personnel in three pilot districts. Five workshops for evaluation personnel were held and evaluated favorably by the participants. Among recommendations of the report are that the ethnic disparity in private and public school special education programs be reduced, that the Resource Room Program be expanded, and that bilingual staff be hired for resource rooms in districts with underrepresentation of Hispanic students. Also included is an earlier report on the system design requirements for the management system with details on the data required and the types of reports to be generated. (DB)

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FINAL EVALUATION REPORT

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PROJECT REFERRAL, EVALUATION, AND PLACEMENT TRAINING

1980-1981

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March 1, 1982

A SUMMARY OF THE EVALUATION OF THE 1980-81 TITLE VI-D PROJECT REFERRAL, EVALUATION, AND PLACEMENT TRAINING

This program was designed to improve the delivery of services to handicapped children in the New York City Public Schools by developing and implementing more expeditious, appropriate, and nondiscriminatory referral, evaluation, and placement procedures. The need for the program was highlighted by burgeoning waiting lists for the evaluation and placement of pupils with special needs.

The program consisted of three components: the Management Information System; the Nondiscriminatory Assessment Component; and the Committees on the Handicapped (COH) and School-Based Support Teams (SBST) Training Component. These components were designed to (1) develop a student tracking system, (2) investigate and suggest procedural changes to alleviate possible bias in the assessment process, and (3) train evaluation staff to make more appropriate and less biased classification and placement decisions.

The Management Information System (MIS) which was developed by the Management Analysis Center, a Washington-based consulting firm, was evaluated through a discrepancy analysis conducted by the Office of Educational Evaluation. This analysis yielded 100 percent concordance between the data reporting needs of the Division of Special Education and the output reports that could be generated by the MIS.

The Nondiscriminatory Assessment Component conducted an investigation of bias in the existing referral, evaluation, and placement process that yielded the following findings:

-- the ethnic composition of referrals for evaluation was proportionate to that of the total elementary and intermediate school population;

-- blacks were highly overrepresented in public school programs for the emotionally handicapped (EH) and neurologically impaired and emotionally handicapped (NIEH), and moderately overrepresented in programs for the educable mentally retarded (EMR);

-- Hispanics and blacks were highly underrepresented in publicly-funded, private school programs for the EH and EMR;

-- differential representation in public and private school placements accounted for nearly all of the ethnic disparity in EH placements and a substantial portion of the disparity in EMR placements; and

-- contextual factors affected referral rates; that is, high referring schools, as compared to low referring schools, tended to have lower average registers and more students reading two or more years below grade level.

Based on these findings, it is recommended that to reduce the overrepresentation of minority students in public school special education programs in the most expeditious, cost-effective manner, the ethnic disparity in private and public school special education programs ought to be reduced.

Additional recommendations included: the expansion of the Resource Room Program; the hiring of bilingual staff for resource rooms in districts observed to have an underrepresentation of Hispanics in the Resource Room Program; the promulgation of more explicit standards to determine the service needs of children classified as emotionally handicapped and neurologically impaired and emotionally handicapped; the further investigation of the COH decision-making process; the consideration of the environmental context of the referring school as data in the COH assessment and decision-making process; and the clarification of placement options and due process rights to handicapped students and their parents.

The COH and SBST Training Component was integral to the transition of the referral, evaluation, and placement process from a district-based to a school-based model. During the 1979-80 school year, project staff developed the manuals, forms, and due-process procedures for the school-based model and trained SBST personnel in the three pilot districts. During the 1980-81 school year, the project conducted five workshops for evaluation personnel in Community School District 15 which addressed the issue of bias in assessment and provided training in observation techniques. Evaluation of these workshops found that the participants rated the presentation as clear, well organized, and interesting. Moreover, SBST members improved their knowledge and skills related to the assessment of students and their environments.

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PROJECT REFERRAL, EVALUATION, AND PLACEMENT TRAINING

I. INTRODUCTION

Project Referral, Evaluation, and Placement Training (hereafter referred to as Project REP) was designed to improve the delivery of services to handicapped children in the New York City Public Schools by developing and implementing more expeditious, appropriate, and nondiscriminatory referral, evaluation, and placement procedures.

The need for the project was highlighted by burgeoning waiting lists for the evaluation and placement of students with suspected handicaps, high no-show rates for pupils scheduled for evaluation, discrepancies in the racial composition of special classes, and class-action suits by parents and advocates of the handicapped (e.g., Lora vs. New York City Board of Education, 1977; Jose P. vs. New York City Board of Education, 1979).

At the program's inception (March 1979), the evaluation and placement of handicapped students was performed by 32 district-based Committees on the Handicapped (COHs). Students and their parents travelled from their home schools, where most referrals were initiated, to one of the district COH offices for evaluation; usually more than one trip was required. Difficulties associated with this system included problems with scheduling and transporting students, limited parent involvement, and insufficient communication among professional staff members (e.g., articulation between the referring teacher and COH evaluation staff). In addition to these logistical concerns, questions were raised with regard to the validity and reliability of student assessment procedures. Conducted within the insulated environment of the COH district of-

fices, rather than at the school site, the assessment team had no opportunity to observe student functioning within the classroom. Beyond these procedural problems, the employment of a medical model of disability classification and a self-contained, categorical service-delivery model, resulted in a system of special education that was not consistent with the least-restrictive placement clause of the Education for all Handicapped Act (1975).

To achieve its goal of more expeditious, appropriate, and nondiscriminatory placements for handicapped students, Project REP conducted a program of research, development, and training specifically aimed at the following objectives:

-- in cooperation with the Management Analysis Center Incorporated (MAC), a computerized management information system will be developed for student tracking and general management of the referral, evaluation, and placement process;

-- to reduce possible bias in the process of referral, evaluation, and placement, an investigation of the decision-making models of the COHs and School-Based Support Teams (SBSTs) will be conducted; and

-- the appropriateness of placement decisions will be improved and possible bias alleviated through a training program designed to improve the assessment and decision-making competencies of COH and SBST personnel.

During the course of the project, changes occurred in the administration and structure of special education in New York City. Specifically, the system of evaluation for special class placement was restructured from a district-based to a school-based model. In addition, the service-delivery model underwent transition from a self-contained, categorical model to a continuum of services in the least-restrictive environment. Although these changes were expected to contribute to the alleviation of some of the needs that prompted the design of the project, the activities planned for Project REP in research,

management information systems development, and training were integral to the successful implementation of these structural and administrative modifications. Accordingly, the overall goals of the program remained unchanged.

Two objectives -- the significant reduction in impartial hearings and the improvement in the appropriateness of individual educational plans (IEPs)-- were not addressed in this evaluation report. Changes in DSE policy and procedures affected the appropriateness and fairness of placement decisions, thereby confounding the effects on the number of impartial hearing requests resulting from program activities. Similarly, changes in the IEP forms, manual, and procedures implemented by the Division of Special Education, confounded the IEP changes attributable to the program. Hence, the program achievements with respect to these objectives could not be ascertained.

To accomplish the above objectives, the project was comprised of three components: the management information system; nondiscriminatory assessment component; and the COH and SBST training component. The remainder of this report will describe the activities and accomplishments of each of these components.

II. MANAGEMENT INFORMATION SYSTEM

The purpose of this component was to assist the Division of Special Education (DSE) in developing a computerized management information system that could facilitate the tracking of students involved in the referral, assessment, and placement process, and provide support for the administration in management, reporting, and organization.

INITIATION AND DEVELOPMENT

This component operated under a contractual agreement between the New York City Board of Education and MAC, a Washington-based consulting firm with demonstrated expertise in the area of special education management systems. MAC's initial responsibility was to identify problems in information capture, flow, and output that impaired the efficiency of the DSE's existing data systems. Following a series of meetings with staff from the Office of the Chancellor and DSE, interviews with key personnel from both regular and special education were conducted in 18 of the 32 community school districts. Based upon analyses of the obtained information, an interim report was presented to the Chancellor's staff and the DSE's management team (MAC, May 30, 1979).

Consultations with all concerned parties relating to the contents of this document resulted in the formulation of a DSE steering committee which consisted of representatives from the Office of Instructional Programs and Services, the Office of Finance and Administration, the Office of Student Support Services, and MAC. This group met weekly to focus and monitor MAC's systems development activities. On October 16, 1979, MAC submitted a second

interim report which suggested techniques for the planning, development, and design of the proposed management information system. During this same period (1979-1980), however, the DSE was reorganized with the primary responsibility for the evaluation and placement of disabled students transferred from district-based COHs to school-based support teams (Special Education in Transition, 1979). This reorganization complicated the data system needs which had to be addressed by Project REP (i.e., MAC and other project staff) and the DSE in two ways.

First, the introduction of SBSTs placed additional strains on the COH student tracking systems which, even then, were not operating at satisfactory efficiency. Whereas students were previously tracked from the point of referral to the 32 COHs, tracking data now had to be retrieved and monitored from hundreds of school-based support personnel.

Second, the introduction of the SBST model created additional management control considerations. The significant expansion in the number of field professionals resulted in the need to provide supervisory personnel, especially district managers, with an improved information base to direct operations.

Based upon its assesment of administrative needs and the review of federal and state regulations pertaining to exceptional students and court mandates for preservice information on the handicapped, MAC issued a report specifiying the characteristics of a management information system which would meet all of the information needs of the DSE and the process for the system's development (A Draft System Designed for the Development of an Information System to Support the SBST System, June 30, 1980). The following section presents an examination of the major features of this proposed system.

CHARACTERISTICS OF THE PROPOSED MANAGEMENT INFORMATION SYSTEM

Based upon MAC's needs analysis, the system focussed on two primary areas of data collection and retrieval:

-- child-specific data for recording and monitoring the progress of each student as he or she moves through the referral, evaluation, and placement process; and

-- management data for documenting the consultative assistance provided by SBST members.

Table 1 presents a summary of the input documents developed by MAC to support the information needs of the system. Records will be created for all students referred for SBST service by their home schools or current placements. Each child's status within the referral, evaluation, and placement process will be monitored through weekly and biweekly entry of data from input documents completed by the home school, district placement coordinator, new school or service, and SBST and COH members.

Table 2 presents an overview of the output reports that will be regularly generated by the system. Five turnaround documents will enable SBST and COH personnel, district placement coordinators, and school personnel to monitor the progress of individual students at all stages of the referral, evaluation, and placement process. Seven periodic management reports will enable district managers, regional coordinators, and the Director of the SBSTs to ascertain the overall productivity of the SBST system and monitor compliance with federal and state regulations and judicial decrees. In addition, the class seat availability report will provide district placement coordinators with an inventory of existing and pending class placements. Comprehensive personal and school

TABLE 1

SUMMARY OF INPUT DOCUMENTS
(MAC JUNE 1980)

	Document	Source	Frequency
1.	Requests for Assistance	*School of Current Service	weekly
2.	Create Record	School of Current Service	as needed
3.	SBST Child Status Report	*School of Current Service	weekly
4.	Child Placement Status	District Placement Coordinator	weekly
5.	New Child Assignments	School of Newly Assisged Service	as needed
6.	Related or Support Services Provided	*School of Current Service	weekly
7.	SBST Services Provided	SBST and CBST Core Members, COH Members	biweekly

*Each school submits one document. SBST and CBST core members and COH members typically provide the information.

data on new placements will be supplied to receiving-school personnel through the intake sheet report and special requests for historical data will be met through child history inquiries reports.

An evaluator assigned by the Office of Educational Evaluation performed a discrepancy analysis comparing the data supplied by the 14 output documents delineated in Table 2 with the DSE data needs ascertained through interviews with key administrators and staff. This analysis yielded 100 pecent concordance between data needs and output. That is, the proposed management information system designed by MAC was found capable of supplying all of the student and management information required by the DSE. Thus, the first objective of Project REP was attained.

For the one year period, from June, 1980 through June, 1981 a series of meetings were held to address additional data-related issues and to reconsider the data retrieval and reporting procedures in greater detail. As a result of these discussions, MAC developed a report which detailed suggested modifications (June 19, 1981). Specific changes centered upon general work-flow procedures employed by management (DSE), creation of a more comprehensive data base, and the placement of greater emphasis upon issues of security and confidentiality. In addition, during this period MAC in consultation with DSE provided the following services:

-- specification of all necessary codes, data elements, and information fields;

-- provision of all final draft entry and output forms for programming;

-- system specifications and definition of necessary vendor qualifications; and

-- design of the data base for the referral, evaluation, and placement process.

TABLE 2

OVERVIEW OF OUTPUT REPORTS AS DESIGNED BY
THE MANAGEMENT ANALYSIS CENTER
(JUNE 1980)

Turnaround Documents	Users	Frequency	Purpose
Requests for Assistance	SBST members at each school	weekly	to keep track of new and outstanding requests and dates of fulfillment
SBST Child Status Report	SBST/COH/CBST members and COH Chairpersons	weekly	child-specific tracking of each pre-placement process service required and when completed; to assist in compliance monitoring
Child Placement Status	District Placement Coordinator	weekly	child-specific tracking from formal assessment completion to attendance confirmation
New Child Assignments	School to which child has been newly assigned and school which child is leaving	weekly	to ensure confirmation of child's first attendance in newly assigned program placement
Related or Support Services	SBST members at each school	weekly	two-week projection of those services to be provided by SBST to specific children in each school
Periodic Management Reports:			
District Non-Compliance Report	District Manager	weekly	child-specific tracking of all out-of-compliance children
District Child Services Report	District Managers, Regional Coordinators, and Director of SBSTs	bi-weekly	service demand and backing control

TABLE 2
(CONTINUED)

OVERVIEW OF OUTPUT REPORTS

Turnaround Documents	Users	Frequency	Purpose
SBST Services to (School X)	Schools served by an SBST	quadri-weekly	to show each school the time spent by the SBST members in total by activity category in that school
SBST Time Expenditure	SBST/COH/CBST members and District Managers	quadri-weekly	hours spent by activity category for each SBST/COH/CBST member
SBST Production Report	District Managers, Regional Coordinators, Director of SBSTs	quadri-weekly	to compare staff productivity by activity category
SBST Scheduling Report	SBST/COH/CBST members	weekly	to display formal assessment services needed by child within service type
Class Seat Availability	District Placement Coordinator	weekly	inventory of existing and pending class assignments by type within school
Trigger Reports and Special Requests:			
Intake Sheet	New school of current service	after completion of pre-service process	summary front page for child file at new school or service
Child History Inquiries	SBST, CBST, and COH members through district office	Tuesday through Friday output as needed	to provide any historical information on the DSE files

III. NONDISCRIMINATORY ASSESSMENT COMPONENT

The purpose of this component was to investigate and suggest procedural changes to alleviate possible bias in the referral, evaluation, and placement of handicapped students within the New York City Public Schools.

To determine whether minority students were appropriately represented among special education referrals, classifications, and placements, the racial composition of these populations was compared to the racial composition of the total elementary and intermediate school population for the 1979-80 school year. The procedures for the collection of the data base for this investigation, the findings, and recommendations are presented in the following sections.

DATA BASE

The sources of the data gathered for this investigation included COH records, the annual school census of the Office of Civil Rights, the DSE Data Bank, and the New York State Education Department. The data collection procedures were as follows:

- During a four-week period (May 21, 1979 through June 15, 1979), social workers in all 32 COHs collected the following data for each student interviewed: ethnic affiliation, number of parents residing at home, occupation of employed parents, and estimated socioeconomic status (lower, middle, upper class).
- For a three-month sampling period (December, 1978; February, 1979; and April, 1979), log-in books at all 32 COHs were examined to determine student referral rates.
- For each of the school years 1977-78, 1978-79, and 1979-80, records collected by the Office of Educational Statistics for the annual school census required by the Office of Civil Rights (United States Department of Health, Education, and Welfare) were obtained for examination. The racial composition of both special-class and regular-class placements were ascertained from these records.

- For the school year 1977-78, ethnic data on special education placements in private schools were obtained from the data collected for the Annual Basic Educational Data System Survey (BEDS), conducted by the New York State Department of Education.

- New York City special education population statistics for the school years 1977-78, 1978-79, and 1979-80 were obtained from the DSE Data Bank.

Complete details of the data collection procedures may be obtained from the Office of Educational Evaluation's report, The Ethnic Representation of Special Education Referrals, Classifications, and Placements in New York City (July, 1980).

FINDINGS

An analysis of the data indicated the following.

- Although disproportionate ethnic representation may characterize the referral process in specific districts, citywide referrals to COH were ethnically proportionate.

- Blacks were highly overrepresented in public school special education programs for the emotionally handicapped and neurologically impaired-emotionally handicapped.

- Blacks were overrepresented to a more moderate degree in the public school programs for the educable mentally retarded; whites were highly underrepresented.

- Although the Resource Room Program was observed to have an approximately appropriate representation of blacks, Hispanics were underrepresented.

- Whites were highly overrepresented in publicly-funded, private school programs for the handicapped; Hispanics and blacks were highly underrepresented. This disparity in the ethnic representation of private school placement seems to have accounted for practically all of the disparate representation of whites and blacks in public school programs for the emotionally handicapped and a major portion of the discrepancy in public school programs for the educable mentally retarded.

- Hispanics were more severely underrepresented in private school placements than blacks.

- Schools with high referral rates to the COHs, as compared to those with low referral rates, had: lower average registers, class sizes, and percentages of utilization; higher admissions rates; and fewer students reading two or more years below grade level. Ethnic composition and socioeconomic status were not related to referral rate.

These findings lead to the recommendation that to reduce the overrepresentation of minority students in public school special education programs in the most expeditious, cost-effective manner, special education policy decision-makers ought to explore ways to reduce the ethnic disparity in publicly-funded private school special education programs.

Additional recommendations included: the expansion of the Resource Room Program; the hiring of bilingual staff for resource rooms in districts observed to have an underrepresentation of Hispanics in the Resource Room Program; the promulgation of more explicit standards to determine the service needs of children classified as emotionally handicapped and neurologically impaired-emotionally handicapped; the further investigation of the COH decision-making process; the consideration of the environmental context of the referring school as data in the COH assessment and decision-making process; and the clarification of placement options and due process rights to handicapped students and their parents.

This investigation was conducted prior to the transition from a district-based to a school-based assessment model. Consequently, this transition contributed to the realization of some of the above recommendations. Specifically, location in the referring schools enabled the assessment team to consider the effects of contextual factors upon pupil behavior and academic performance. Moreover, direct observation of pupil performance in the classroom was expedited, providing the assessors with reliable data for classification and placement decisions.

Other changes instituted by DSE consistent with the recommendations of this investigation were: the dramatic expansion of the Resource Room Program; the development of forms and procedures to assure that handicapped students and their parents understand their placement and service options and rights to due process; and the development of a special education classification scheme based upon a continuum of services rather than a description of deficits.

IV. COH AND SBST TRAINING COMPONENT

Project REP was integral to the transition of the referral, evaluation, and placement process from a district-based to a school-based model. Project staff developed the manuals, forms, and due-process procedures for the school-based model and trained SBST personnel in the pilot districts.

During the 1979-80 project year, the school-based model of assessment was piloted in three New York City school districts: Community School Districts (CSD) 12, 15, and 31. The Project REP staff that participated in this training were three psychologists, two social workers, and one special education teacher. In consultation with the district managers and coordinators of pupil personnel services, project staff developed the materials necessary for orientation sessions for all levels of staff who would be affected by the SBST model. The school principals attended an orientation session followed by more detailed follow-up training. Those professionals who were responsible for interfacing with the SBST staff on a daily basis received more intensive training: guidance counselors, psychologists, resource room teachers, social workers, and special education site supervisors participated in two-day workshops which focussed on all aspects of the SBST model.

During the 1980-81 school year, training was conducted primarily in CSD 15 during the 1980-81 school year. The project coordinator, one psychologist, and one special education teacher developed and conducted the training sessions. A training-the-trainers model was used. That is, district personnel were trained by project staff to conduct the training sessions for other personnel in their district. Five SBST members from CSD 15 were selected by the district manager and met prior to each workshop to review materials and prepare for their roles as facilitators. The training sessions lasted a total

of six days. The Project REP National Advisory Council, DSE personnel, and regional/district personnel participated in the development of the training modules.

The content of the training sessions was based on a needs survey conducted in June, 1980 and modified to correspond to suggestions made by the project's National Advisory Council. The sample for the needs survey was composed of social workers (38 percent), school psychologists (31 percent), school-psychologists-in-training (14 percent), and educational evaluators (14 percent) from Districts 12, 15, and 31. Highlighting the need for on-site, in-service training, the survey indicated that approximately 50 percent of the team members had only one year of experience working within their current disciplines. Team members indicated a strong interest in receiving training in behavioral technology, community- and school-based consultation, counseling procedures, the assessment of preschool children, behavior and social problems, cognitive development, and adaptive behavior. They were also interested in learning more about professional issues related to nondiscriminatory assessment, due process, and current trends in school practice.

The training objectives were as follows:

-- to impart knowledge of non-biased assessment issues and techniques to SBST members;

-- to train SBST members to develop service recommendations based upon assessment data; and

-- to provide individual technical assistance to SBST members concerning specific aspects of the SBST assessment process.

Five workshops were conducted to help achieve these objectives. At the conclusion of each workshop, participants were asked to complete an evaluation

of the content and format of the sessions. In order to tap the unique aspects of each workshop, assessment forms varied among sessions.

The following sections describe each of the workshops offered and document the procedures and findings of the evaluations.

WORKSHOP 1. ORIENTATION

Held on January 31, 1981, this half-day workshop presented an orientation to Project REP. The activities included:

- -- an introduction of Project REP staff and CSD 15 SBST members;
- -- a presentation of the goals and rationale underlying these training meetings;
- -- a small-group activity employing the "Assumptions on Training" task as developed by Project REP and its National Advisory Council;
- -- a large-group feedback session related to the above experience; and
- -- an evaluation of the entire session.

To evaluate the workshop, SBST members were requested to complete an 11-item questionnaire that tapped the participants' opinions of the quality of training on a three-point scale ranging from poor through average and excellent. A tabulation of these data revealed that 97 percent of those involved reported that the organization of the workshop was at least average or better; 20 percent of these rated it excellent. Similarly, 97 percent of the respondents indicated that the mode of communication was at least average or better. In addition, 91 percent of those surveyed suggested that their involvement was average of better while 76 percent rated their levels of interest as average or excellent. Furthermore, almost three-quarters of those attending (74 percent) indicated that the small-group activity increased their awareness of

assessment practices. Overall, participants commented that they felt highly involved and enjoyed being part of this program.

WORKSHOP 2. LEAST-BIASED ASSESSMENT 1

This half-day workshop, which was held on March 16, 1981, addressed issues concerning bias in the assessment of students for special-class placement. Conducted as a panel discussion, Project REP training staff role-played a DSE administrator, a university professor, and a SBST member. Another member of the project staff served as moderator. The specific topics were as follows:

-- general and statistical definitions of bias in the referral, evaluation, and placement of exceptional children;

-- strategies to reduce bias at the referral stage of this process;

-- the need for assessing the contexts in which a student learns;

-- the effects of a student's sociocultural experiences as related to problems of learning and adjustment; and

-- general test characteristics and the adequacy of specific assessment instruments.

The acquisition of the content of the workshops by the participants was measured by a 16-item, multiple-choice test. The items were developed by the project staff to tap understanding of concepts and facts discussed during the workshop. Thirty-three participants completed and submitted tests. The percentage of items correctly answered ranged from 25 percent to 100 percent. The mean was 87 percent; the median and mode were 90 percent.

The participants were also asked to respond to two items designed to elicit their opinions of the workshop's effectiveness. The first item asked how

much the training improved their awareness of the problem of bias in the placement of children. Subjects responded along a three-point scale which ranged from no improvement at all through some improvement and a large improvement. Approximately 67 percent of the participants indicated that the training had promoted some improvement in their awareness of the problem of bias in the assessment and placement of children. Approximately 33 percent of the participants indicated that the training session did not improve their awareness at all.

A second item asked the respondents to rate the helpfulness of the sessions along a three-point scale. Approximately six percent of the respondents indicated that the workshop was considerably helpful, 58 percent rated it somewhat helpful, and 35 percent rated it not helpful at all. Generally, comments were centered around the format and the usefulness of the training. Several participants expressed a desire for more audience participation and interaction. Additional comments foucussed on issues pertaining to non-biased assessment and the difficulties encountered in the practical application of material presented during the session.

WORKSHOP 3. LEAST-BIASED ASSESSMENT REVISITED

This half-day workshop, which was held on April 1, 1981, was aimed at providing participants an opportunity to discuss their feelings, experiences, knowledge, and concerns about implementing a least-biased assessment procedure in their current professional situation. The topics that were discussed were extensions of the previous session and focussed upon the concepts of bias, social and economic factors affecting bias, issues and techniques related to assessment, and other professional concerns.

The participants rated the quality of the workshop on a six-item questionnaire that related to various aspects of the workshop's content and format. Respondents rated each item along a five-point, Likert-type scale from strongly agree (5) to strongly disagree (1). Thirty participants completed and submitted their questionnaires. Analysis of these data indicated that: 82 percent of the respondents agreed that the handout materials were helpful; 53 percent strongly agreed and 47 percent agreed that the small-group leader was effective in encouraging relevant discussion; 93 percent of the participants agreed that the discussion helped clarify issues pertaining to least biased assessment; and the format of the session was found to be effective by 97 percent of the participants. Several participants commented that they enjoyed the group discussion and would have liked additional time to explore issues related to least-biased assessment. Ninety-four percent of the participants agreed that they felt involved in the session and approximately 97 percent indicated that the session gave them an opportunity to contribute professionally to the discussion.

WORKSHOP 4. OVERVIEW OF OBSERVATION TECHNIQUES I

This full-day workshop, which was held on May 1, 1981, focussed upon four themes:

-- observation of a child within a simulated classroom situation;

-- observational techniques (small-group activity);

-- a method of ecological assessment (guest speaker); and

-- a method of curriculum-based assessment (guest speaker).

At the end of this session participants were asked to complete three different, 11-item, Likert-type scales: the first concerned observational techniques, the second ecological assessment, and the third-curriculum based assessment. Compilation of these data indicated that nearly two-thirds of those involved had believed that the meeting increased their awareness of issues pertaining to observational techniques (16 percent strongly agreed; 47 percent agreed). An even larger number of respondents (82 percent) agreed that their awareness of issues and techniques related to curriculum-based assessment had improved (34 percent strongly agreed; 48 percent agreed). Moreover, 87 percent agreed that they had increased their understanding of ecological assessment (31 percent strongly agreed; 56 percent agreed). In total, more than three in four of those questioned indicated that this workshop was a valuable experience.

WORKSHOP 5. OVERVIEW OF OBSERVATION TECHNIQUES II

This half-day workshop, which was held on June 1, 1981, focussed on issues and concerns regarding the implementation of observational techniques by SBST members. The participants were divided into four small groups each of which addressed one of the following issues: test modification; curriculum-based assessment; ecological assessment; or observational techniques. Each individual was asked to reflect upon a number of questions designed to focus on the major issues under discussion.

Evaluation of this session consisted of six check-off items addressing the effectiveness of format and usefulness of the content of the workshop, and two open-ended items dealing with suggestions and recommendations for future training activities. Analysis of this information yielded the following outcomes:

-- satisfaction with the workshop format was indicatd by 78 percent of the participants;

-- a similar number of respondents (i.e., 78 percent) indicated that the manner in which the meeting was conducted appeared to be effective;

-- 82 percent of the respondents reported that the small-group discussion related to issues in assessment was valuable;

-- more than four of five individuals (81 percent) found the materials helpful;

-- almost all of those surveyed (97 percent) indicated a deep sense of involvement in the program; and

-- an equal number of the participants (i.e., 97 percent) agreed that they had an opportunity to contribute professionally.

OVERALL EVALUATION OF THE TRAINING

The data presented above indicate that, in general, the participants reported that the workshops were professionally conducted. Those participants who responded to the questionnaire indicated that Project REP staff were well organized, clear in their presentations, and adept in evoking audience interest and participation. Moreover, SBST members improved their knowledge and skills related to the assessment of students and their environments. To this extent, the goal of this component was achieved. However, it should be pointed out that direct longitudinal observations are required to determine whether or not this training has affected the actual practice of these professionals within their school settings.

V. DISSEMINATION ACTIVITIES

In addition to the achievements of the three components, Project REP staff have been involved in the following dissemination activities.

- Presentation: Council for Exceptional Children, Philadelphia, Pennsylvania. Topic: The New York Experience: Implementing a School-Based Support Team Model, April 1981.

- Presentation: Council for Exceptional Children, Philadelphia, Pennsylvania. Topic: An Empirical Investigation of Multiple Sources of Bias in the Referral, Evaluation, and Placement of Special Education Children, April 1981.

- Publication: Board of Education of the City of New York (Office of Educational Evaluation). The Ethnic Representation of Special Education Referrals, Classifications, and Placements in New York City. Brooklyn, New York: Author, 1980.

Other reports will be issued and presentations delivered. Some of these projected activities may include the following.

- Presentation: The New York Experience: Development of a Child Information System for Special Education.

- Publication: An Investigation of the Effects of Race, Sex, and Socioeconomic Status upon WISC-R Performance.

- Publication: Factors which Influence the New York City Committee on the Handicapped Classification Process.

- Publication: Least-Biased Assessment: A Manual of Training for School-Based Support Teams and Committees on the Handicapped in New York City.

- Publication: System Design Requirements for the Child Tracking System.

VI. CONCLUSIONS

Project REP was created and funded to improve the delivery of services to handicapped children by developing and implementing expedititous, appropriate, and nondiscriminatory referral, evaluation, and placement procedures. During its existence, the program encountered unforeseen budget cuts, administration and policy changes, altered needs and requirements, and a dramatic increase in the number of special education staff that required training. As a result, some aspects of the original proposal that no longer seemed viable or relevant were modified or abandoned and new strategies were advanced and implemented. Regardless of these changes, the goal of the project, the improvement of the delivery of services to handicapped pupils, remained unaltered and was vigorously pursued.

During the project's three years of funding, the following accomplishments were attained:

- -- the development, in cooperation with MAC, of a computerized management information system to facilitate student tracking, meet new information demands and legal requirements, support the SBST model, and assist in management functions;
- -- the completion of an investigation to determine the incidence of various ethinic groups in special education programs resulting in suggestions for procedural changes to reduce the overrepresentation of minority students in public school special education programs;
- -- the provision of training for School-Based Support Team members in CSD 15, improving their skills and competencies in assessing students and their environments to plan curriculum and service delivery; and
- -- the development of training modules and agenda for Division-wide use.

Currently, the Division of Special Education is in the process of issuing a request for proposal for the software programming necessary for the proposed

management information system. In school year 1981-82, DSE expects to purchase or lease the hardware required to support the proposed system. Implementation, on a pilot basis, is expected in 1981-82. It should be noted that under the present conceptualization, the system will interface with those already in existence (i.e., DSE Data Bank and COH Tracking System). Consequently, it is anticipated that a single, enlarged data base will be available for student tracking activities.

SYSTEM DESIGN REQUIREMENTS FOR THE CHILD ASSISTANCE PROGRAM FOR THE DIVSION OF SPECIAL EDUCATION NEW YORK CITY BOARD OF EDUCATION

June 19, 1981

Management Analysis Center, Inc.
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INTRODUCTION

The introduction of School Based Support Teams (SBST) in the New York City public schools has both created a demand for different information and intensified some of the existing needs. The SBST structure has significantly increased the number of individuals dealing with each child. Responsibilities have become more decentralized while central reporting requirements and legal mandates requiring central oversight have increased. Management Analysis Center, Inc. (MAC) has worked with the Division of Special Education (DSE) to develop a child based information system that addresses these issues.

The information system, or Child Assistance Program (CAP), serves three major needs:

1. Child specific data to help staff manage daily activities.

   SBST, COH, and CBST members handle several activities for a frequently shifting and changing population of Special Education students. Board of Education policies and court mandates dictate many of the evaluative procedures, their sequence, and acceptable time schedules. The Child Assistance Program provides a means for involved personnel to maintain current knowledge of the status of each child.

2. Management data.

   The SBST structure eventually will involve approximately 1,500 individuals based in the schools. Managing this large and widely dispersed staff and ensuring that children receive the necessary services involves a significant management challenge. Key considerations concern both the optimal allocation of personnel resources and oversight of child related activities. By facilitating both aggregation of the child specific data and exception reporting, CAP satisfies these issues.

3. A consistent and continuous base of child data.

Under the SBST structure, the Division of Special Education handles children along a continuum of services. A child might, for instance, receive an informal assessment and have no further contact with Special Education. Alternatively, the child might be referred for assessment again at a later date or might have a formal assessment. The Division of Special Education might provide related or support services or might place the child in a special education class. As a child progresses through the school system, his/her status and needs will fluctuate. In order to serve the child efficiently and effectively, selected staff require access to the child's history. Partly because of the transiency of much of the school population, the maintenance of consistent records that provide a comprehensive overview of a child has proven difficult. As a result, accurate data at aggregated levels of management and reporting purposes have also proven elusive.

Ultimately, CAP will provide a means of following a child at every point that (s)he receives an evaluation or services from the Division of Special Education. However, at any point in time, the system also restricts access to information and ensures the confidentiality of child specific data.

The initial phase of CAP, on which this report focuses, deals primarily with assessment, placement, and the provision of related and support services. We have divided the report into eight major sections. The first two sections, the Introduction and Executive Overview, highlight the key aspects of the system. The following six sections contain greater detail on particular system considerations. Readers of the document can select for study those issues of greatest interest to them.

Development of the Design

The Draft System Design that MAC submitted on June 30, 1980 to the New York City Division of Special Education provides much of the background and rationale for the basic design. This document presents the final resolution of the

system design requirements but does not repeat the discussion from the previous report.

During the period that MAC developed the initial draft design, SBSTs existed in only two districts on a pilot basis. MAC and DSE have recently worked to refine the draft design to reflect the changes in the operation of the SBST model, the differences that emerged across regions and districts, and the practical realities that became apparent as the Division implemented the SBST model throughout the city. MAC staff and representatives of DSE met with personnel from each of the regions. The discussions involved staff from all concerned positions, including SBST members, COH chairpeople, placement officers, and regional managers. Additional meetings occurred with central staff, program heads, and other related divisions such as MIDP, OSIS, transportation, and legal.

Key Refinements

Based on the outcome of a series of meetings, MAC refined the initial draft system design. The refinements included three major types of adjustments: 1) modifications to the draft design, 2) incremental levels of detail, and 3) additional issues and considerations. While the last six sections of this document present the outcomes of these changes, we have noted below a partial list of the key types of refinements.

o Modifications

Modifications to the draft design centered on two issues: 1) the work flow and procedures and 2) the types of data obtained.

- Work flow and procedures

The city-wide roll out of the SBST model enabled us to examine the range of circumstances and situations and to determine the variety of procedures necessary. For instance, we reviewed the proposed procedures for data collection and entry. Because of differences in geography, modes of transportation, and the interaction among SBST members, COH personnel, and regional

staff, a single data entry procedure did not satisfy all needs. MAC modified the procedure to include several options, each of which meets the requirements of the overall system.

- Types of data

The second group of modifications involved fine tuning the data reported and stored. These considerations ranged from the addition of data to greater specificity of selected elements. The points below illustrate some of the changes.

- inclusion of a child's ethnic background
- notation of a child's Medicaid number
- addition of a child's middle initial
- recording of the district conducting each informal assessment
- specification of the agency performing each formal assessment
- recording of additional dates to indicate points such as the completion of the informal assessment conference, receipt of parental permission for the recommendations of the informal assessment conference, receipt of parental approval of the recommendation from the educational planning conference, the date a COH review is requested, the date of a request for COH review of a placement situation, and the request date for an impartial hearing

- clarification of points, such as changing the "date first attendance at placement expected" to "first date attendance at placement could occur"

While we do not intend this list to be a comprehensive enumeration of the modifications, it does provide a sample of the types of issues addressed. Based on these adjustments, MAC and DSE finalized all input and output forms.

o Incremental Detail

During this phase of defining the system design requirements, MAC also addressed the information content of the system at a more detailed level. For instance, the revised design specifies all codes and data elements for use during the start up. Lists of acceptable data input range from specification of language and identification of service deliverers to possible recommendations of a COH review and reasons that DSE may stop the 30-day clock for a child. Lists of all acceptable data elements and procedures for changing them appear in the section on "Information Collected" and in the sections following.

The revised design also considers at a more detailed level the procedures that drive the system. For instance, use of selected capabilities requires the written signature of specified managers. Similarly, in many instances, central personnel can obtain child specific listings only from district personnel. The design also notes details such as the length of time a child will be maintained in historical files and the most appropriate hardware configuration.

o Additional Issues and Considerations

In addition to those subjects which we have modified or expanded, MAC has added to the system design requirements a section dealing with issues of security and confidentiality. Recommendations include considerations ranging from the suppression of certain data to defining the extent of file access by staff position and procedures for

correcting, changing, and deleting information. The section entitled "Security and Confidentiality" discusses the relevant issues in greater detail. We understand that the Division of Special Education will review the suggested design with the Confidentiality Committee.

Tangential Issues

The successful implementation of the system depends on the satisfactory outcome of several personnel related issues. We briefly review in the list below six key considerations. While MAC has worked closely with DSE and other involved staff to define these concerns and develop preliminary approaches to resolving them, the ultimate resolutions rest with DSE.

1. Liaison with OSIS

The Child Assistance Program seeks to avoid duplicating information captured in other systems. As discussed in the section on "Information Collected," CAP will derive much of its demographic data from OSIS. The still developing status of OSIS, however, suggests that CAP and DSE should recognize two needs.

- Communication

  Throughout the development efforts, DSE and the OSIS team should remain in frequent contact. Some joint meetings have occurred and should continue.

- Flexibility

  Given the present states of development of the two systems, the timing for establishing regular and sufficiently frequent communication between the systems remains moot. The OSIS team and DSE have agreed that in order to avoid penalizing one system because of delays or difficulties in the other, both systems should be able to accept manually generated input, and the files should update each other. The continuing

communication between the two development teams will help ensure that the procedures are adjusted as the systems acquire new capabilities.

2. Staff Organization

As noted in the report of June 30, 1980, MAC strongly recommends that DSE appoint a User Manager with primary responsibility for quality control and data processing-field liaison. Positioned in the management structure of DSE, rather than in data processing or any one of the user organizations, the User Manager will serve as an ombudsman for the users. Staff in the Office of the User Manager will ensure the integrity of the data that the districts submit as well as answering questions and problems.

Because the Office of the User Manager may eliminate the need for some of the positions currently located in the COH Tracking System and DataBank, we do not believe that the office will require a substantial number of new line positions in the budget. We do believe, however, that the establishment of a central, user-based control organization is necessary for the efficient and effective functioning of the system.

3. Training

The Executive Summary discusses the proposed phase-in of CAP across the city. Training of central and field personnel constitute an important corollary of this activity.

The Division of Special Education has submitted a grant proposal for purposes of training involved staff. If federal budget constraints prevent funding approval, the New York City Board of Education should provide funds for training purposes. Some of the difficulties and failures that previous systems encountered stemmed largely from inadequate training. The success of CAP depends heavily on data providers and users fully understanding the system. Involved staff

should receive both "hands on" training sessions and complete user documentation.

4. Union Agreement

MAC supports the suggestion of several DSE staff that the Division review the proposed system with the union. The system's major impact will be on those individuals whose jobs the system will facilitate. CAP will benefit employees by contributing to more effective workload management. We believe that the union will welcome the opportunity to review the advances that the system will provide.

5. MIDP Personnel

The Assistant Executive Director for Data Processing has stated that MIDP requires one additional programmer and one additional analyst to support CAP. These internal personnel will work with the external system programmers during the development phase and will then have responsibility for maintenance of the system. This additional staff will serve two key purposes: 1) ensuring that the CAP system is as compatible as possible with other Board of Education systems and 2) providing ongoing support and maintenance. The analyst and programmer should be on staff before systems analysis and programming begin. We strongly suggest that the Board of Education complete the activities necessary to hire new staff as quickly as possible. Delays in hiring the programmer and analyst will cause a corresponding slippage in the completion of the system.

6. Programmer Selection

A final issue concerns the selection of external analysts and programmers to complete the technical implementation of the system. An RFP will be drafted by June 30, 1981.

The next section, Executive Overview, provides a summary of the system operations.

EXECUTIVE SUMMARY

This portion of the document is designed to give a summary of the system's design, procedures, and data flow. Additional sections contained in the back of this document address specific aspects of the system, such as operating characteristics and confidentiality, in more detail.

THE CHILD ASSISTANCE PROGRAM

According to the current design, DSE will have access to an on-line, interactive system with a total of 45 terminals connected to a central MIDP computer. Thirty-three of these terminals will be in COH locations, six will be stationed at the regional offices, with the remaining six to be located in central offices. The system allows all critical personnel to have access to current information on a child's status, either through the terminals and/or through hard copies to be distributed to SBST, COH, and CBST personnel. SBST members, COH personnel and Placement Officers will also receive assistance in keeping track of their workloads.

The current DataBank files will eventually merge with the Child Assistance Program (CAP). In order to include demographics, class rosters, and other such information. The resulting child data base will hold a single, continuous record for each child from the point of informal assessment through service and discharge from Special Education. At that point in time, the COH Tracking System and DataBank will no longer exist.

Information Collected

Five input documents are used in the Child Assistance Program. Four of these documents follow the child from the point of request for an Informal Assessment through confirmation of attendance in a Special Education class or through termination of the pre-service process. The fifth document focuses on the related or support services that a child receives. These five forms, along with

explanatory text, are shown in the the "Information Collected" section in the back of this document.

- Create Record: Submitted when a child is initially referred for Informal or Formal Assessment, and is used to enter the child into the Basic Student Service File. The form contains child identifying data and demographic information not presently in the Student Data Base. This form has become critical in importance, as OSIS is in a period of change and CAP cannot rely on it for child-specific information. Once OSIS is fully operational, the Create Record form will be revised to eliminate data repetitive with OSIS.

- SBST Child Status Report: Monitors a child's progress from the initiation of an Informal Assessment through placement. SBST members will indicate on the form the names of new children added and the completion dates of each of the key steps in the evaluation process.

- Child Placement Status: Initiated when a COH review recommends that a child receive special education services.

  This form continues tracking the progress of the child from the date of referral to the date that a school confirms the child's attendance in the assigned special education class. The Child Placement Status document functions in a manner similar to that of the SBST Child Status Report. The COH Placement Officer enters on the form the completion dates of key steps in the placement process.

- New Child Assignments: Supplies confirmation that a child is attending his/her designated class. The New Child Assignments form notifies the receiving school when a child has been placed in one of its special education classes. The school verifies the child's attendance in the class and returns the form.

The second page of the report notifies a school of children who have been assigned to a different facility. This report serves an informational function only and is not returned.

- Related or Support Services: To be used by SBST members and supervisors as a check on backlog. The report will show the number of sessions per week scheduled with each child, the number of sessions pending, and the number of sessions per week of service actually delivered. Each week, SBST members will indicate the number of sessions that they have provided to a specific child either in accordance with an IEP or with less formal determinations of a child's need for services. Changes to the number of sessions or weeks of service planned for each child will also be noted on the document.

All but the Create Record form function as both input and output documents. Generally, information providers use these status reports as work sheets and update them continuously during the school week. These updated copies are submitted to the district data centers weekly. During the following week, the files are updated and hard copies of the updated information are printed out and distributed.

In addition to these source documents, the system will obtain some child descriptive data from the Student Data Base. The nine digit OSIS number will link CAP with the Student Data Base. Largely demographic information, such as the child's birth date, sex, resident address and district, parent or guardian, home phone number of parent or guardian, and current grade and class number, will be obtained from the Student Data Base. All children will have OSIS numbers except special education children served by DSE in non-public school settings. This, however, does not appear to pose any problems in implementing Phase I of the system. As OSIS is currently in a period of restructuring, it is uncertain what information will be available to CAP at the time of its implementation. We have, therefore, designed CAP to be flexible by allowing the Create Record form to supply all needed demographic information until OSIS is fully developed. The OSIS development team and DSE managers have also agreed to provide non-public school children served by DSE with OSIS numbers. Whether OSIS will set

aside a block of numbers for these children or will add 1 or 2 additional characters or digits to note special status will be discussed further.

The Child Assistance Program and the OSIS system will access data from each other for periodic file updates. The OSIS system is currently updated once a month. During the OSIS restructuring period, the two systems will update each other as frequently as is possible. Eventually, the two systems will update each other daily. The Assistant Executive Director for Data Processing has stated that there are no technical reasons why daily updates of OSIS and the CAP system would not be possible if properly designed. Members of the DSE staff are now working with the OSIS core team (ATT) to ensure that this is made possible.

Information Stored

Key inputs to the Child Assistance Program are composed of: 1) factual or assessment information and 2) dates and frequencies associated with individual activities. Stored data are classified into four logical components:

- Active Student Pre-Service (Assessment)
- Active Student Pre-Service (Placement)
- Basic Student Service File
- Inactive Child History

One continuous file of student information will be developed to track children from initial referral until the age of 25 or 6 years after the child leaves DSE service/public schools. These age and time limits were specified by the Legal Department and the Director of the Office of Data Processing Coordination. After this period, a student's file will be maintained off-line. The continuous file design will minimize duplicative data entry and facilitate data base updates. A detailed list of the data elements that will appear in each child's record in the initial pre-service portion of this system is located in the "Information Stored" section in the back of this document.

Information Provided

The Child Assistance Program produces three types of documents: (1) status documents, (2) periodic management reports, and (3) trigger reports or responses to special requests. Exhibit 1 provides an overview of the frequency, users, and purpose of each report. Exhibit 2 shows the distribution of each report. Note that for the District Child Services and SBST Activity Reports, each recipient receives a different level of aggregation. Once the DataBank and CAP are merged, additional types of reports will become available.

Status Documents

As discussed in the section on "Information Collected," these four documents track the child through referral, evaluation, and placement, and note related or support services provided. Weekly, SBST, COH, CBST members and COH chairpersons will receive updated computerized forms.

Periodic Management Reports

The system generates six management reports on a regularly scheduled basis. These reports provide statistical compendia of data and allow managers to identify developing trends and aberrant behaviors. For instance, the District Non-Compliance Report provides information on all children out of compliance with required time-lines. The District Child Services Report indicates the total number of children requiring specific services and the number of incomplete formal assessments and placements by reason and time period.

Trigger Reports and Special Reports

The third group of reports contains those documents that the system produces on an irregular basis. Issuance of a report may occur in response to an automatic trigger or an external special request. Two special reports are recommended at this time.

EXHIBIT I

OVERVIEW OF OUTPUT REPORTS

Report	Users	Frequency	Purpose
Status Documents:			
SBST Child Status Report	SBST/COH/CBST members and COH Chairpersons	weekly, or as needed	child-specific tracking of each pre-placement service required and date completed; to assist in compliance monitoring and workload management
Child Placement Status	COH Placement Officer	weekly, or as needed	child-specific tracking from formal assessment completion to attendance confirmation
New Child Assignments	School to which child has been newly assigned and school which child is leaving	weekly, or as needed	to ensure confirmation of child's first attendance in newly assigned program placement
Related or Support Services Provided	SBST members at each school	weekly	backlog report listing those services to be provided by SBST to specific children in each school
Periodic Management Reports:			
District Non-Compliance Report	District Manager/COH Chairperson	bi-weekly	child-specific tracking of all out-of-compliance children
District Child Services Report	District Managers/COH Chairperson Regional Coordinators Directors of SBST's	bi-weekly	service demand and backlog control; child-aggregate demand information on each type of service (such as informal assessment) provided by SBST's and COH's, including placement information
SBST Services to (School X)	Schools served by an SBST	quadri-weekly	to show each school the number and type of activities performed by the SBST members in that school
SBST Activity Report	District Managers Regional Coordinators Director of SBSTs	quadri-weekly	to compare staff productivity by activity category

EXHIBIT 1 (Continued)

OVERVIEW OF OUTPUT REPORTS

Report	Users	Frequency	Purpose
SBST Scheduling Report	SBST/COH/CBST members	bi-weekly	to display formal assessment services needed by child within service type
Class Seat Availability	COH Placement Officer	weekly, or as needed	inventory of existing and pending class assignments by type within school
Trigger Reports and Special Requests:			
Intake Sheet	New school of current service	after completion of pre-service process	summary front page for child file at school
Child History Inquiries	SBST, CBST, and COH members through district office	as needed Monday through Wednesday output	to provide historical information on the DSE files

EXHIBIT 2

Distribution of Output Reports

	Status Documents				Periodic Management Reports						Trigger Reports	
User	SBST Child Status Report	Child Placement Status Report	New Child Assignments	Related or Support Services	District Non-Compliance Report	District Child Services Report	SBST Services to (School X)	SBST Activity Report	SBST Scheduling Report	Class Seat Availability	Intake Sheets	Child History Inquiry
SBST Members	X			X					X			X
School of Current Service	X		X	X			X		X		X	
COH Members CBST	X								X			X
COH Chairperson	X	X		X[A]	X[A]	X[A]		X[A]	X			
COH Placement Officer		X								X		
District Manager				X	X	X		X	X			
Regional Coordinator						X		X				
Director of SBSTs						X		X				

A = COH Chairperson will receive report if there is no District Manager present in the District.

- Intake Sheet

  The computerized Child Assistance Program does not fully replace the physical files that schools keep on each child. The Intake sheet serves as an inside cover to each child's file and contains basic demographic data about the child as well as key facts relating to the referral, evaluation, and placement (REP) process.

- Child History Inquiries

  Field personnel have indicated their desire to learn as quickly as possible whether a newly referred child has previously been referred or evaluated for special education in New York City. In order to address this issue, the system will provide information on a child's existing history. In emergency situations, system users can receive immediate response by calling the District COH. In other instances, the schedule will ensure processing within 24 to 48 hours.

Data Flow

The movement of data in the system involves two distinct considerations: 1) the relationship of the data provided as input to the information contained on output documents and 2) the physical transference of data from point to point. This section addresses the first issue; the sections contained in the back of this document will address the latter issue in greater detail.

The data flow in the assessment process is particularly important in the collection and use of child-specific data. For this reason, SBST members and supervisors were asked to trace the key steps in the assessment process. This process flow has been diagrammed in detail and agreed to by field and central staff, and is shown in Exhibit 5 at the end of this section.

The Child Assistance Program revolves largely around the SBST core members and the schools that provide special education services. A primary objective of the system is to provide information that helps the SBST members manage their jobs more effectively. Because the system exists as a management aid, not

simply as a reporting system, the integration of data collection procedures with normal daily events assumes significant importance. SBST members should perceive system documentation as complementary to their regular activities, not as disruptive.

The collection and use of child-specific data particularly reflects this concern. Exhibit 3 on the next page illustrates the integration of the information system with the established flow of activities. This integrated chart shows only the key steps that apply to the system. Although it is based on the earlier mentioned flow chart, it does not go into the same level of detail.

DEVELOPMENT AND IMPLEMENTATION

Completing the development of the Child Assistance Program through its implementation in the field involves two major blocks of activity: 1) system design and programming and 2) introduction and user training. The time frame to complete these activities is currently expected to be approximately two years. These next activity blocks involve the following completion steps.

- o System Design and Programming

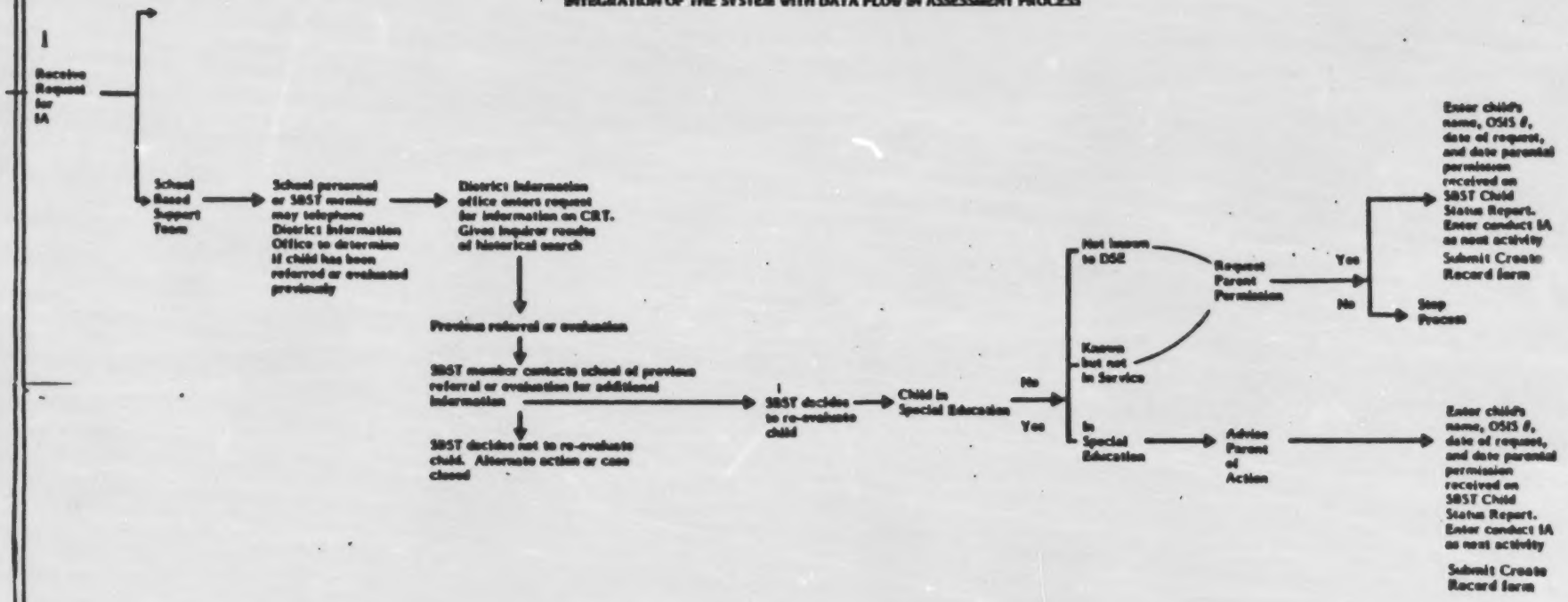
  This portion of the implementation process involves two activity phases:

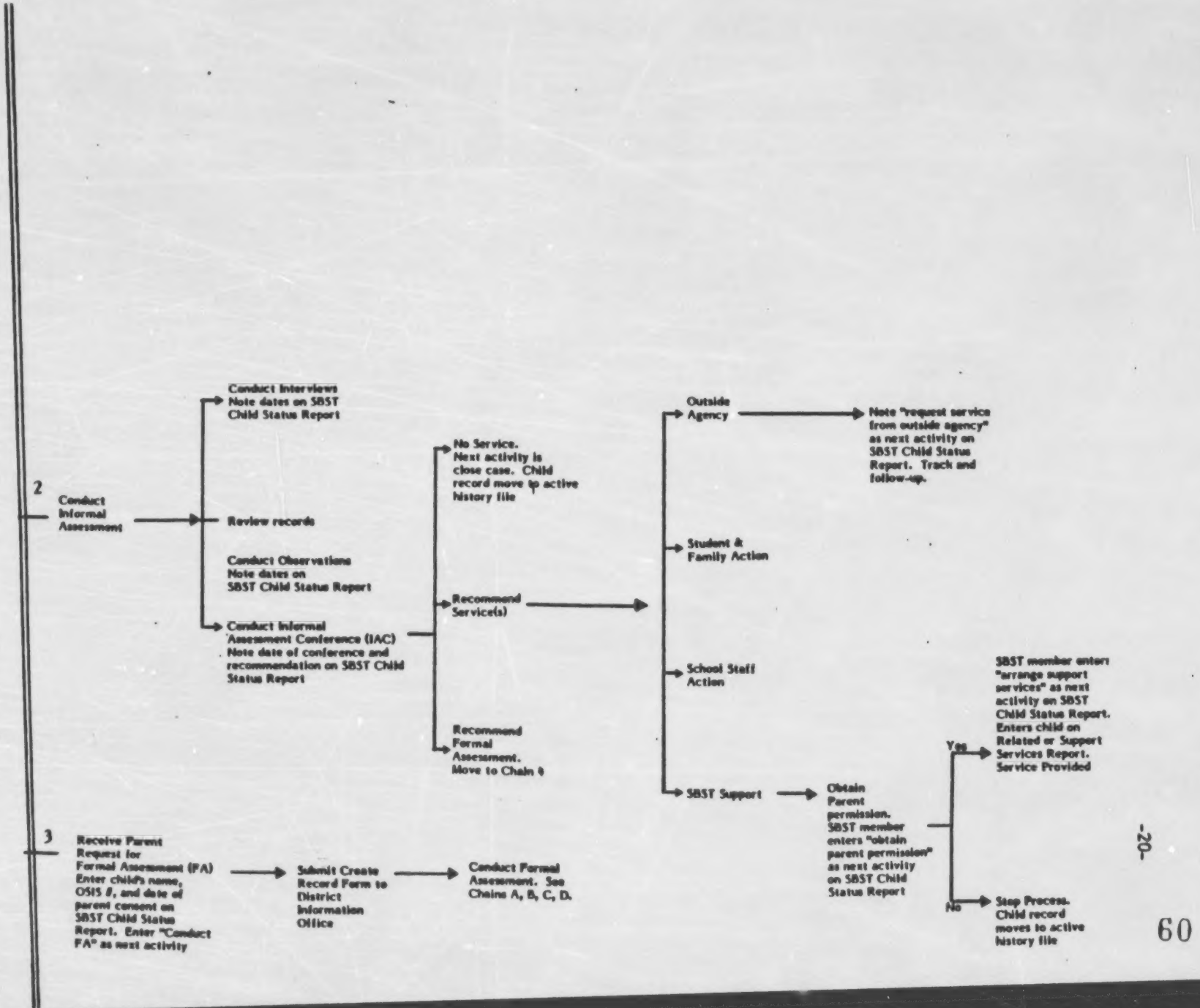
  - The first phase comprises systems analysis and coding. DSE will use external programmers, who will work closely with MAC staff in the early stages of the programming effort.

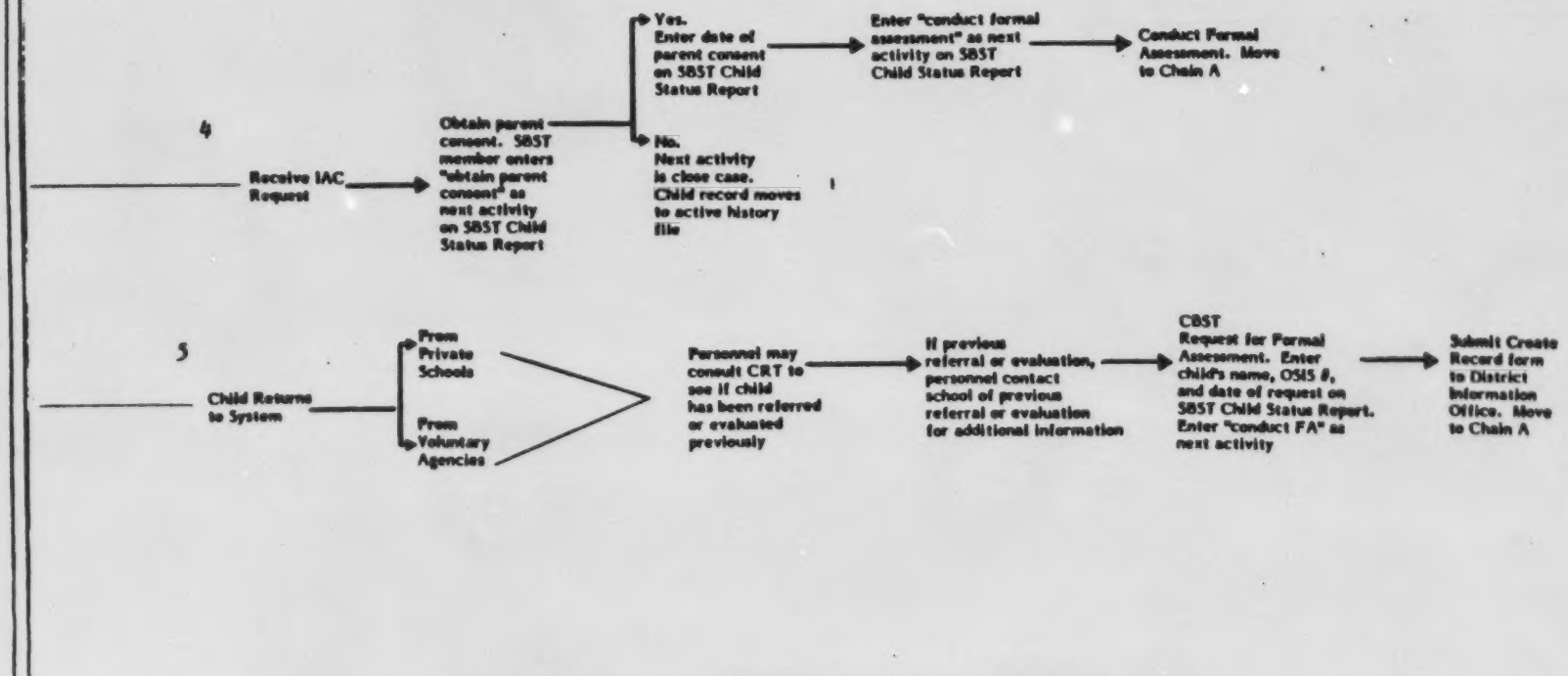
  - The programming component will also include "creation programs" that will generate initial student files. The COH and DataBank records must be justified. After data processing personnel have cleaned and justified the files as completely as possible, DSE staff should verify child records. Some work has begun in this area.

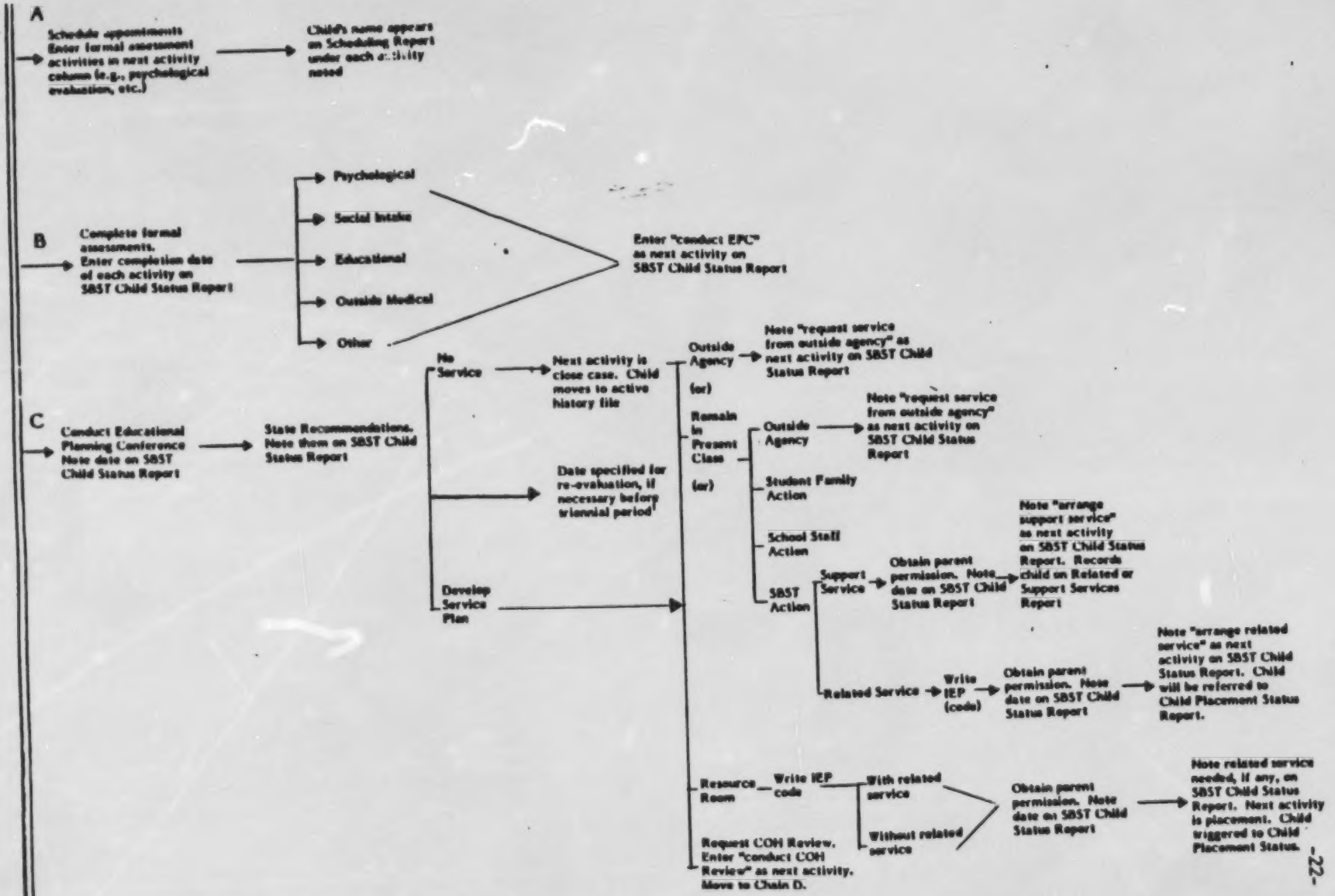
EXHIBIT 3

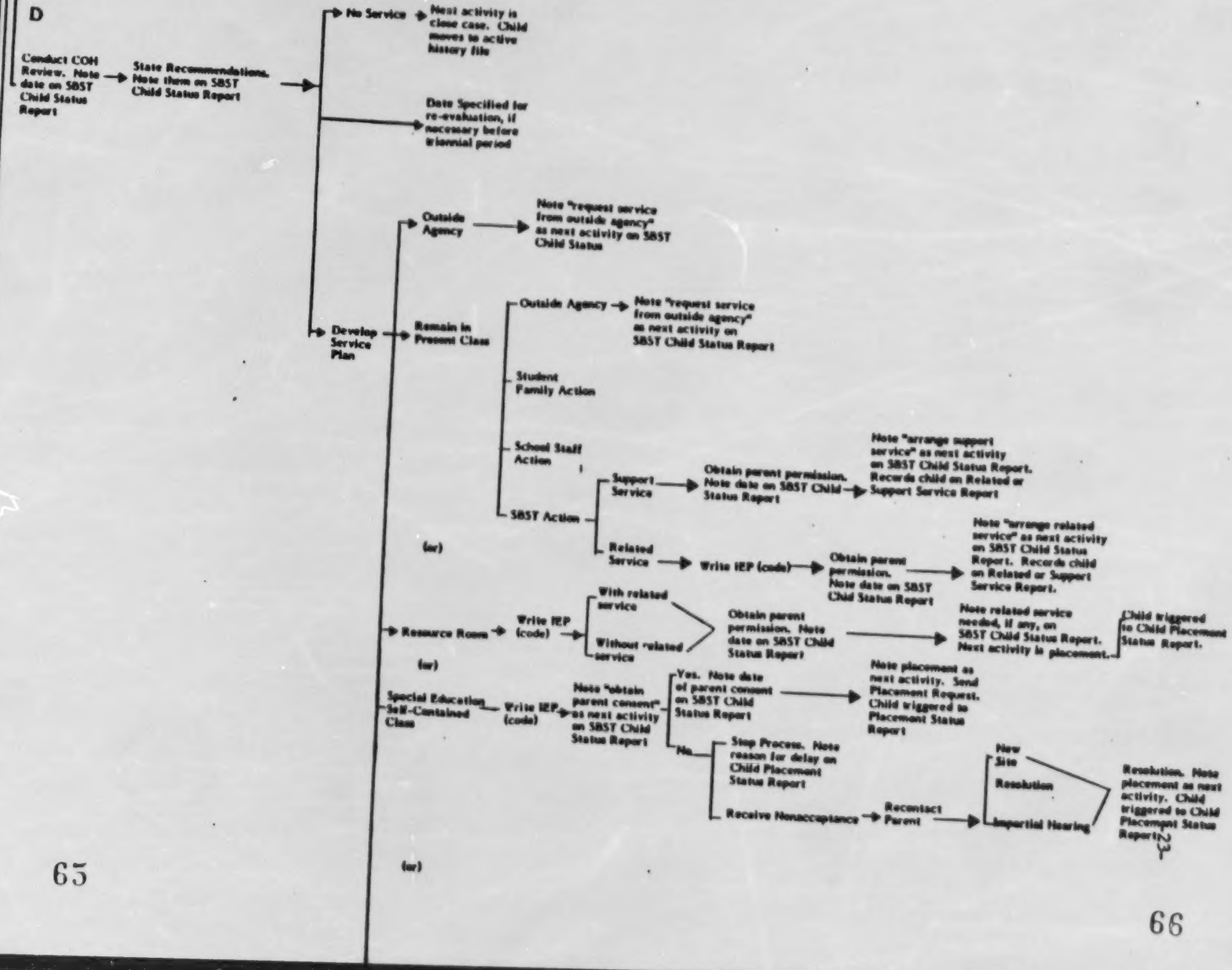
INTEGRATION OF THE SYSTEM WITH DATA FLOW IN ASSESSMENT PROCESS

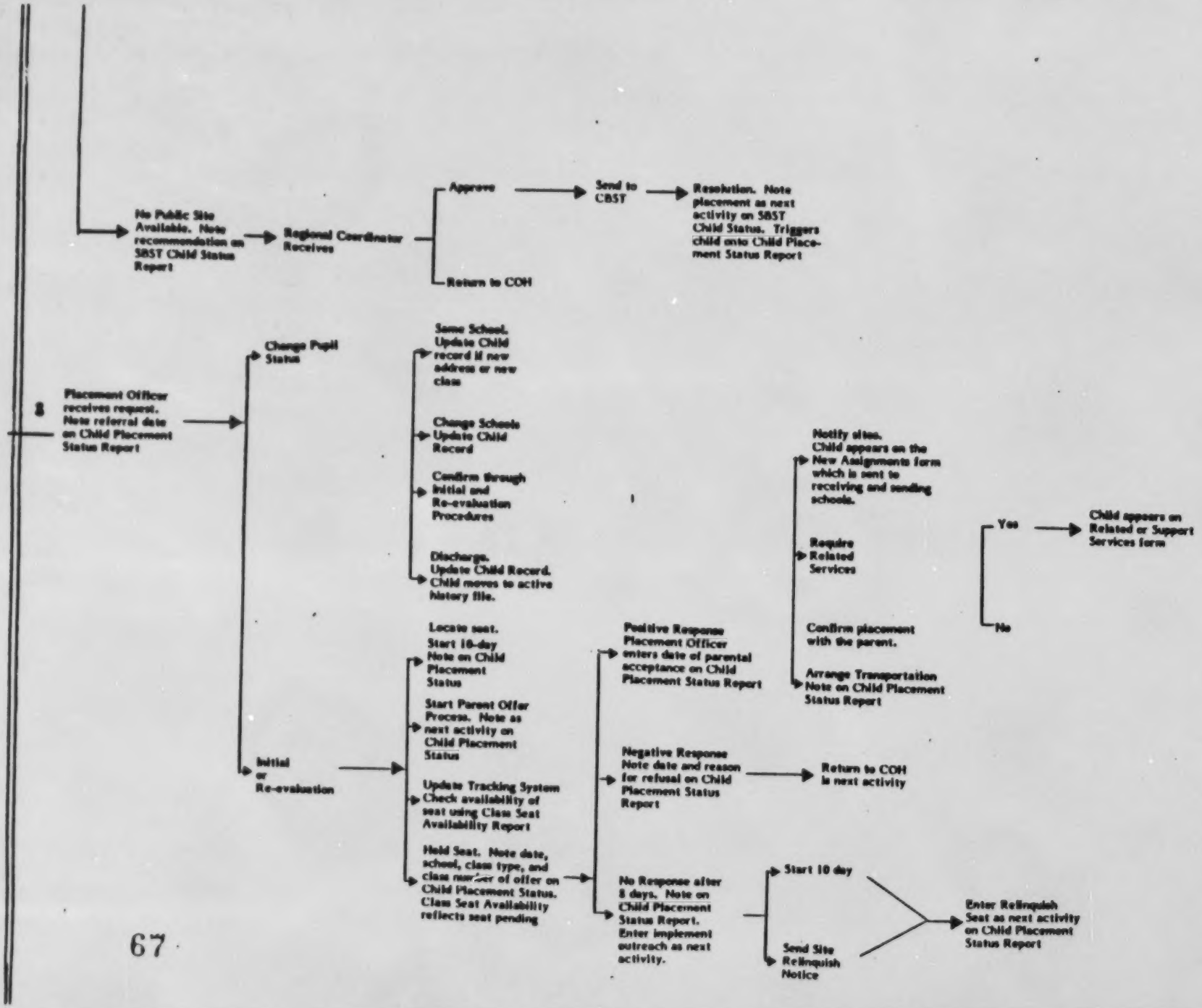

I
Receive Request for IA
School Based Support Team
School personnel or SBST member may telephone District Information Office to determine if child has been referred or evaluated previously
District information office enters request for information on CRT. Gives inquirer results of historical search
Previous referral or evaluation
SBST member contacts school of previous referral or evaluation for additional information
SBST decides not to re-evaluate child. Alternate action or case closed
I
SBST decides to re-evaluate child
Child in Special Education
No
Yes
Not known to DSE
Known but not in Service
In Special Education
Request Parent Permission
Yes
No
Stop Process
Enter child's name, OSIS #, date of request, and date parental permission received on SBST Child Status Report. Enter conduct IA as next activity
Submit Create Record form
Advise Parent of Action
Enter child's name, OSIS #, date of request, and date parental permission received on SBST Child Status Report. Enter conduct IA as next activity
Submit Create Record form

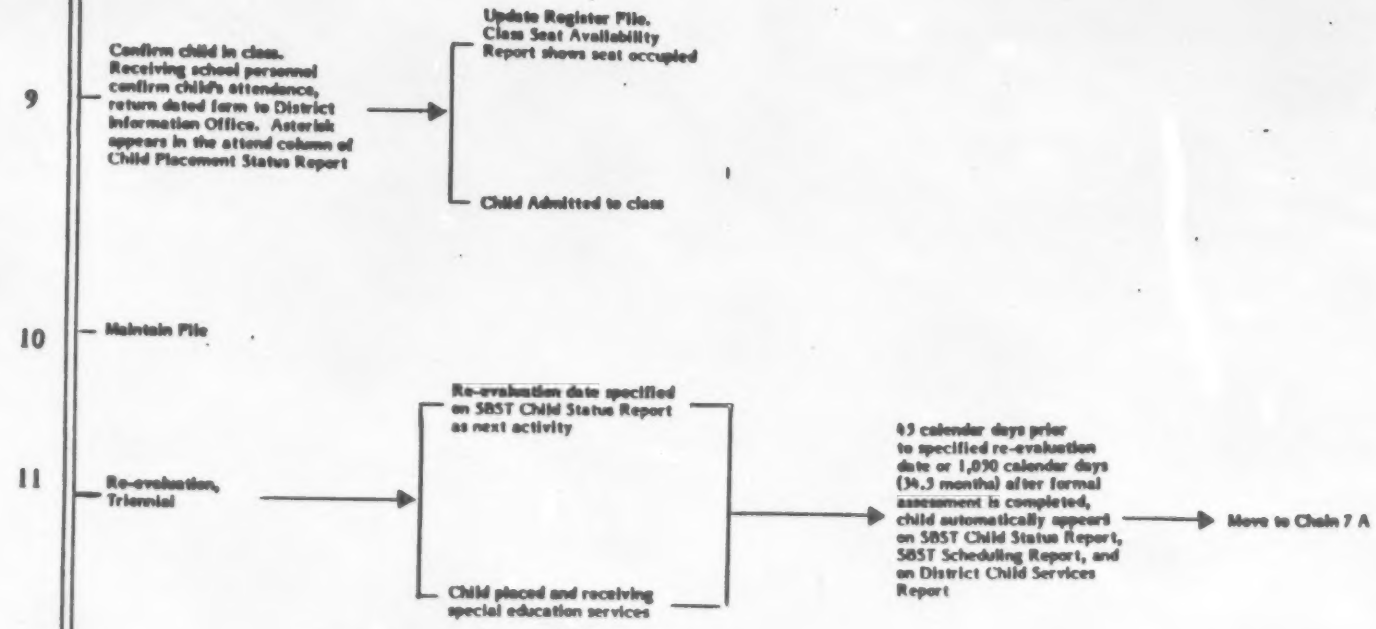

2
Conduct Informal Assessment
Conduct Interviews
Note dates on SBST Child Status Report
Review records
Conduct Observations
Note dates on SBST Child Status Report
Conduct Informal Assessment Conference (IAC)
Note date of conference and recommendation on SBST Child Status Report
No Service.
Next activity is close case. Child record move to active history file
Recommend Service(s)
Recommend Formal Assessment.
Move to Chain 4
Outside Agency
Note "request service from outside agency" as next activity on SBST Child Status Report. Track and follow-up.
Student & Family Action
School Staff Action
SBST Support
Obtain Parent permission.
SBST member enters "obtain parent permission" as next activity on SBST Child Status Report
Yes
SBST member enters "arrange support services" as next activity on SBST Child Status Report.
Enters child on Related or Support Services Report.
Service Provided
No
Stop Process.
Child record moves to active history file
3
Receive Parent Request for Formal Assessment (FA)
Enter child's name, OSIS #, and date of parent consent on SBST Child Status Report. Enter "Conduct FA" as next activity
Submit Create Record Form to District Information Office
Conduct Formal Assessment. See Chains A, B, C, D.


4
Receive IAC Request
Obtain parent consent. SBST member enters "obtain parent consent" as next activity on SBST Child Status Report
Yes. Enter date of parent consent on SBST Child Status Report
Enter "conduct formal assessment" as next activity on SBST Child Status Report
Conduct Formal Assessment. Move to Chain A
No. Next activity is close case. Child record moves to active history file
5
Child Returns to System
From Private Schools
From Voluntary Agencies
Personnel may consult CRT to see if child has been referred or evaluated previously
If previous referral or evaluation, personnel contact school of previous referral or evaluation for additional information
CBST Request for Formal Assessment. Enter child's name, OSIS #, and date of request on SBST Child Status Report. Enter "conduct FA" as next activity
Submit Create Record form to District Information Office. Move to Chain A
6
Outside Agency Request for COH Review
Enter child's name, OSIS #, and date of request on SBST Child Status Report. Enter "conduct FA" as next activity on SBST Child Status Report
Submit Create Record form to District Information Office. Move to Chain A
Conduct Formal Assessment. Move to Chain A


7
A
Schedule appointments
Enter formal assessment activities in next activity column (e.g., psychological evaluation, etc.)
Child's name appears on Scheduling Report under each activity noted
B
Complete formal assessments.
Enter completion date of each activity on SBST Child Status Report
Psychological
Social Intake
Educational
Outside Medical
Other
Enter "conduct EPC" as next activity on SBST Child Status Report
C
Conduct Educational Planning Conference
Note date on SBST Child Status Report
State Recommendations. Note them on SBST Child Status Report
No Service
Next activity is close case. Child moves to active history file
Date specified for re-evaluation, if necessary before triennial period
Develop Service Plan
Outside Agency
Note "request service from outside agency" as next activity on SBST Child Status Report
(or)
Remain in Present Class
Outside Agency
Note "request service from outside agency" as next activity on SBST Child Status Report
Student Family Action
School Staff Action
SBST Action
Support Service
Obtain parent permission. Note date on SBST Child Status Report
Note "arrange support service" as next activity on SBST Child Status Report. Records child on Related or Support Services Report
Related Service
Write IEP (code)
Obtain parent permission. Note date on SBST Child Status Report
Note "arrange related service" as next activity on SBST Child Status Report. Child will be referred to Child Placement Status Report.
Resource Room
Write IEP code
With related service
Without related service
Obtain parent permission. Note date on SBST Child Status Report
Note related service needed, if any, on SBST Child Status Report. Next activity is placement. Child triggered to Child Placement Status.
Request COH Review. Enter "conduct COH Review" as next activity. Move to Chain D.


D
Conduct COH Review. Note date on SBST Child Status Report
State Recommendations. Note them on SBST Child Status Report
No Service
Next activity is close case. Child moves to active history file
Date Specified for re-evaluation, if necessary before triennial period
Develop Service Plan
Outside Agency
Note "request service from outside agency" as next activity on SBST Child Status
Remain in Present Class
Outside Agency
Note "request service from outside agency" as next activity on SBST Child Status Report
Student Family Action
School Staff Action
SBST Action
Support Service
Obtain parent permission. Note date on SBST Child Status Report
Note "arrange support service" as next activity on SBST Child Status Report. Records child on Related or Support Service Report
Related Service
Write IEP (code)
Obtain parent permission. Note date on SBST Child Status Report
Note "arrange related service" as next activity on SBST Child Status Report. Records child on Related or Support Service Report.
(or)
Resource Room
Write IEP (code)
With related service
Without related service
Obtain parent permission. Note date on SBST Child Status Report
Note related service needed, if any, on SBST Child Status Report. Next activity is placement.
Child triggered to Child Placement Status Report.
(or)
Special Education Self-Contained Class
Write IEP (code)
Note "obtain parent consent" as next activity on SBST Child Status Report
Yes. Note date of parent consent on SBST Child Status Report
Note placement as next activity. Send Placement Request. Child triggered to Placement Status Report
No
Stop Process. Note reason for delay on Child Placement Status Report
Receive Nonacceptance
Recontact Parent
New Site
Resolution
Impartial Hearing
Resolution. Note placement as next activity. Child triggered to Child Placement Status Report
(or)


No Public Site Available. Note recommendation on SBST Child Status Report
Regional Coordinator Receives
Approve
Send to CBST
Resolution. Note placement as next activity on SBST Child Status. Triggers child onto Child Placement Status Report
Return to COH
8
Placement Officer receives request. Note referral date on Child Placement Status Report
Change Pupil Status
Same School. Update Child record if new address or new class
Change Schools Update Child Record
Confirm through Initial and Re-evaluation Procedures
Discharge. Update Child Record. Child moves to active history file.
Initial or Re-evaluation
Locate seat. Start 10-day Note on Child Placement Status
Start Parent Offer Process. Note as next activity on Child Placement Status
Update Tracking System Check availability of seat using Class Seat Availability Report
Hold Seat. Note date, school, class type, and class number of offer on Child Placement Status. Class Seat Availability reflects seat pending
Positive Response Placement Officer enters date of parental acceptance on Child Placement Status Report
Negative Response Note date and reason for refusal on Child Placement Status Report
Return to COH in next activity
No Response after 8 days. Note on Child Placement Status Report. Enter implement outreach as next activity.
Start 10 day
Send Site Relinquish Notice
Enter Relinquish Seat as next activity on Child Placement Status Report
Notify sites. Child appears on the New Assignments form which is sent to receiving and sending schools.
Require Related Services
Confirm placement with the parent.
Arrange Transportation Note on Child Placement Status Report
Yes
Child appears on Related or Support Services form
No


9
Confirm child in class. Receiving school personnel confirm child's attendance, return dated form to District Information Office. Asterisk appears in the attend column of Child Placement Status Report
Update Register File. Class Seat Availability Report shows seat occupied
Child Admitted to class
10
Maintain File
11
Re-evaluation, Triennial
Re-evaluation date specified on SBST Child Status Report as next activity
Child placed and receiving special education services
45 calendar days prior to specified re-evaluation date or 1,050 calendar days (34.5 months) after formal assessment is completed, child automatically appears on SBST Child Status Report, SBST Scheduling Report, and on District Child Services Report
Move to Chain 7 A

- Introduction and User Training

The success of the system depends heavily on data providers and users having a full understanding of the system. A series of "hands on" training sessions should be conducted in the field prior to implementation. The conceptual design and development of the training materials can begin prior to the completion of the programming tasks. A grant to fund user training has been applied for. However, a decision on this application has not yet been received. If grant funds are not received, internal Board of Education funds must be made available.

A number of pilots of the CAP system and a regional roll-out are planned in the following sequence:

- Choose one district and pilot for three months. At the end of this period, a decision will be made on refinements and modifications to the CAP program.

- If implementation is to continue, the next pilot will be the entire region in which the first district was located. The duration of this pilot will be 4-5 months.

- The second region will be piloted for 3 months, and the third for 2 months.

- The remaining regions will be added to the system successively as staff demands allow. We anticipate 1 region each month.

Completion time of this project depends on the start date. In order to have the first system pilot take place in late June of 1982, system design and programming must begin by August 15, 1981. This schedule will enable the first district to test the system with greater attention than would be possible if the system introduction coincided

with the start of a new school year. Exhibit 4 on the next page shows estimated times for each of the key steps within the major activities.

EXHIBIT 4

DEVELOPMENT AND IMPLEMENTATION
ESTIMATED TIME

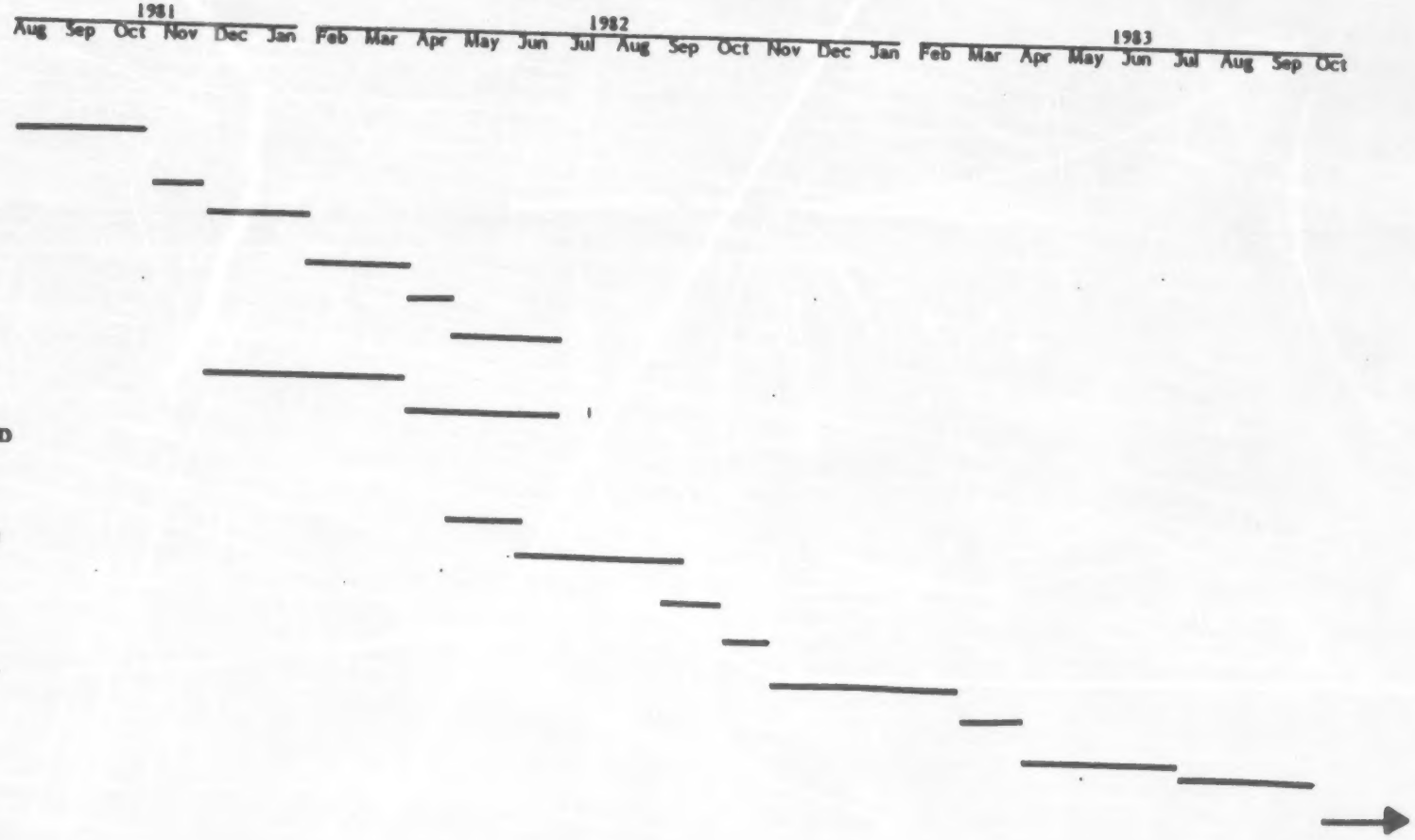
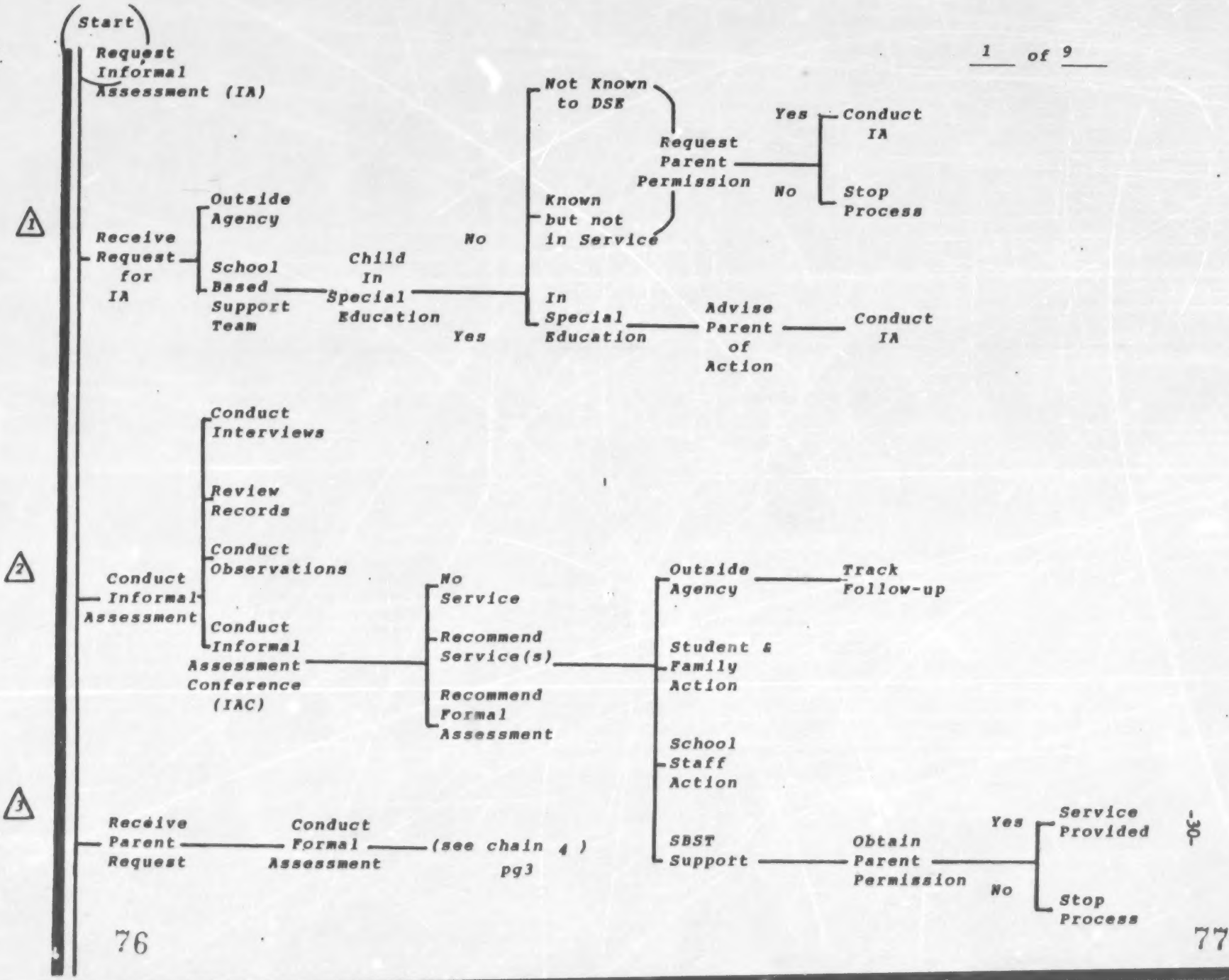
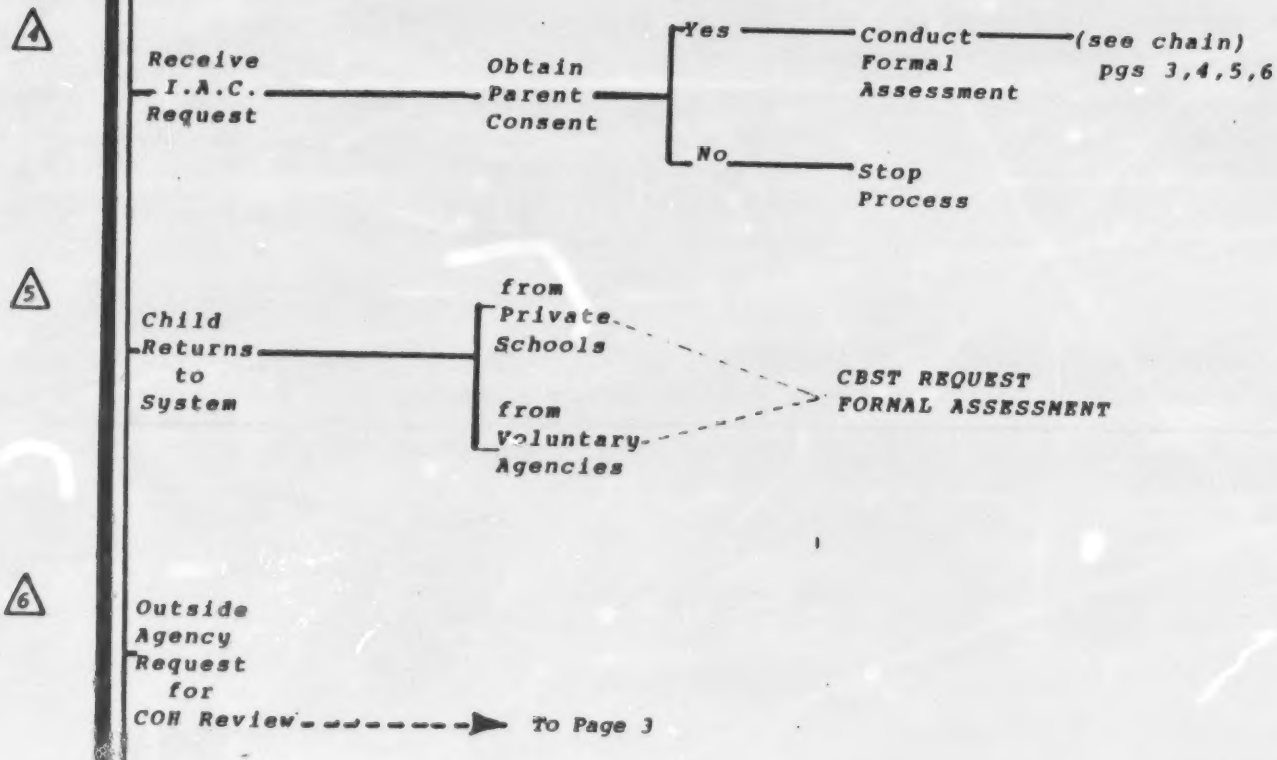
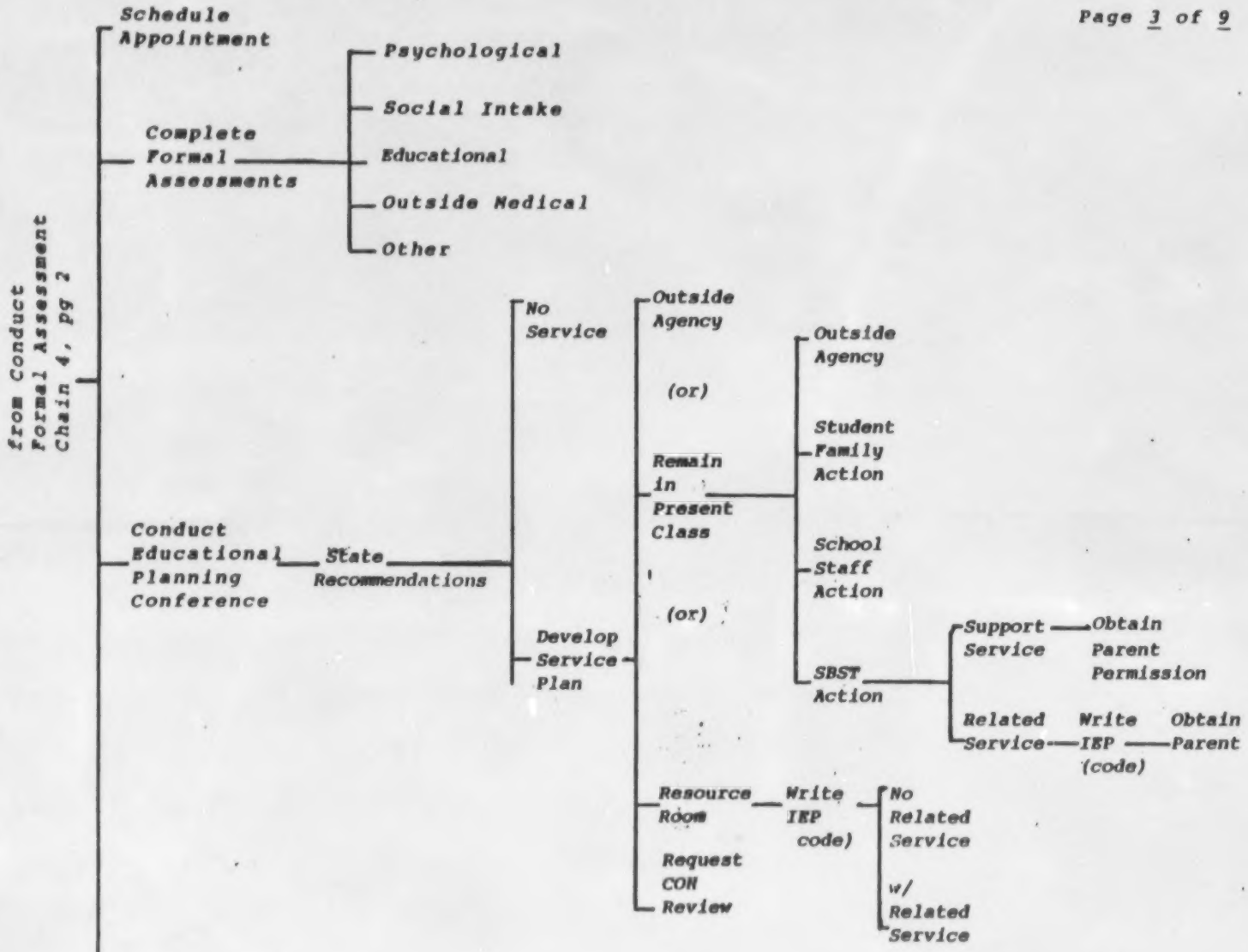


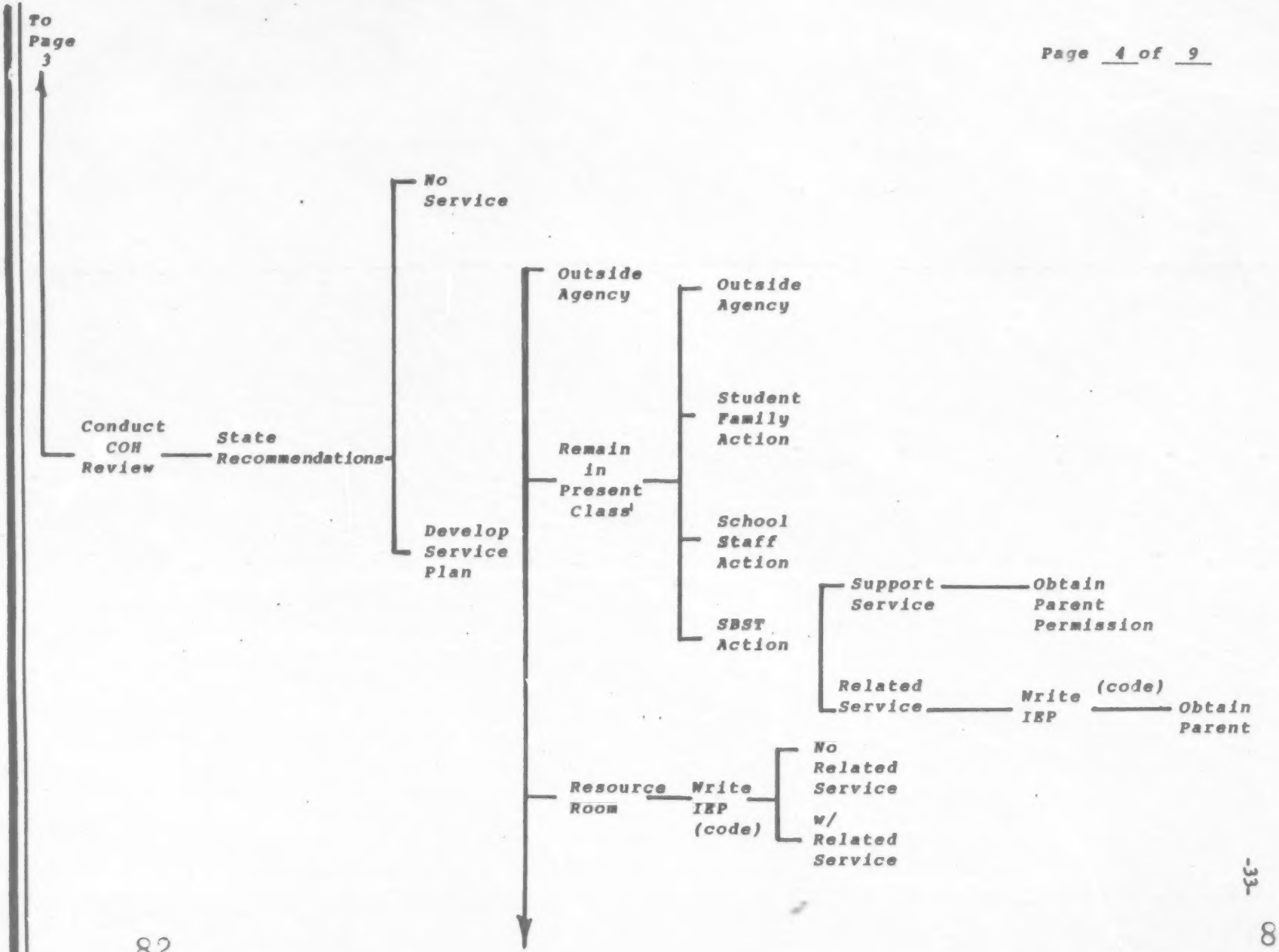
EXHIBIT 5

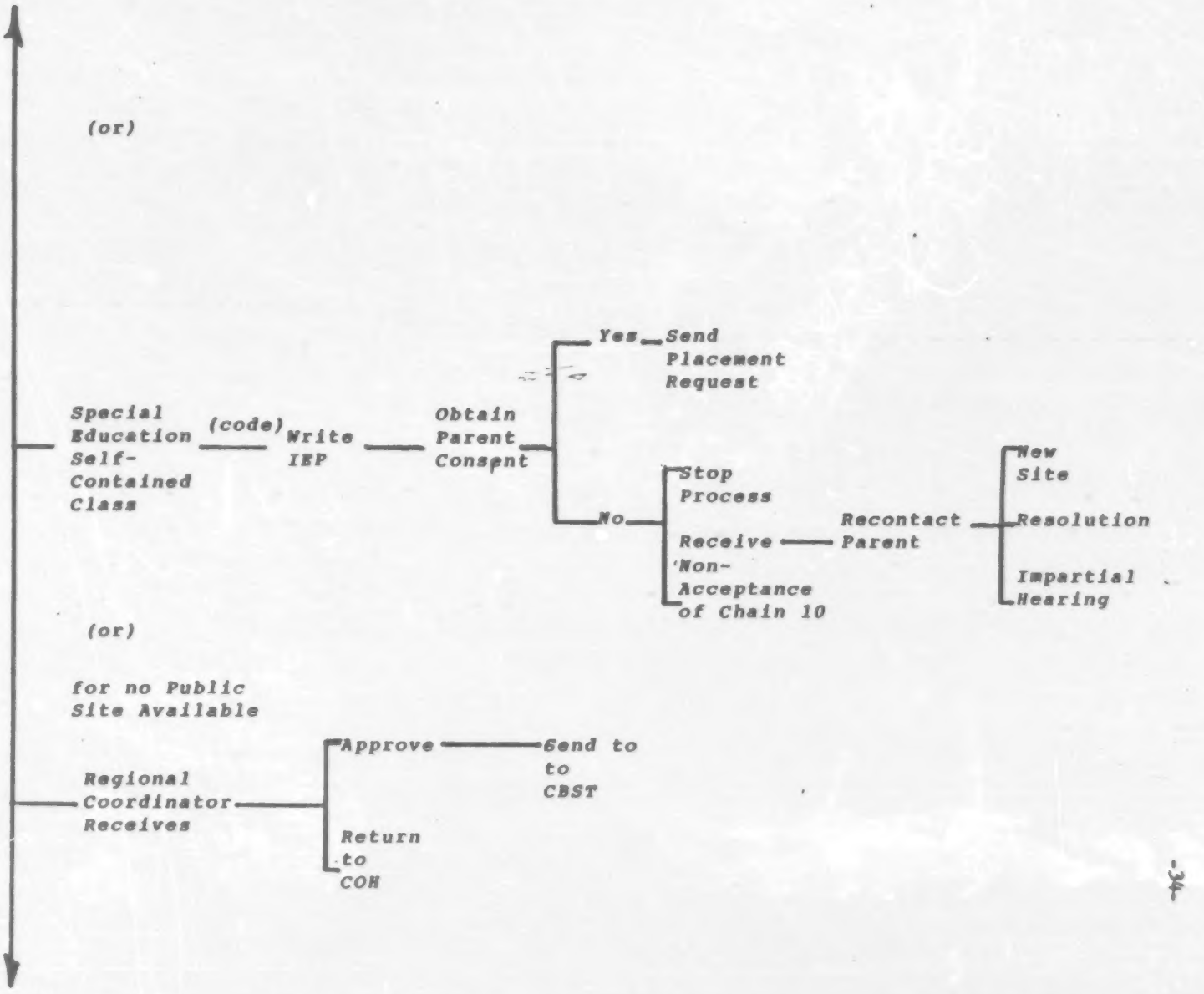
DSE CHART OF KEY STEPS
IN THE ASSESSMENT PROCESS


Start
Request Informal Assessment (IA)
1
Receive Request for IA
Outside Agency
School Based Support Team
Child In Special Education
No
Yes
Not Known to DSE
Known but not in Service
In Special Education
Request Parent Permission
Yes
No
Conduct IA
Stop Process
Advise Parent of Action
Conduct IA
2
Conduct Informal Assessment
Conduct Interviews
Review Records
Conduct Observations
Conduct Informal Assessment Conference (IAC)
No Service
Recommend Service(s)
Recommend Formal Assessment
Outside Agency
Track Follow-up
Student & Family Action
School Staff Action
SBST Support
Obtain Parent Permission
Yes
No
Service Provided
Stop Process
3
Receive Parent Request
Conduct Formal Assessment
(see chain 4 pg3

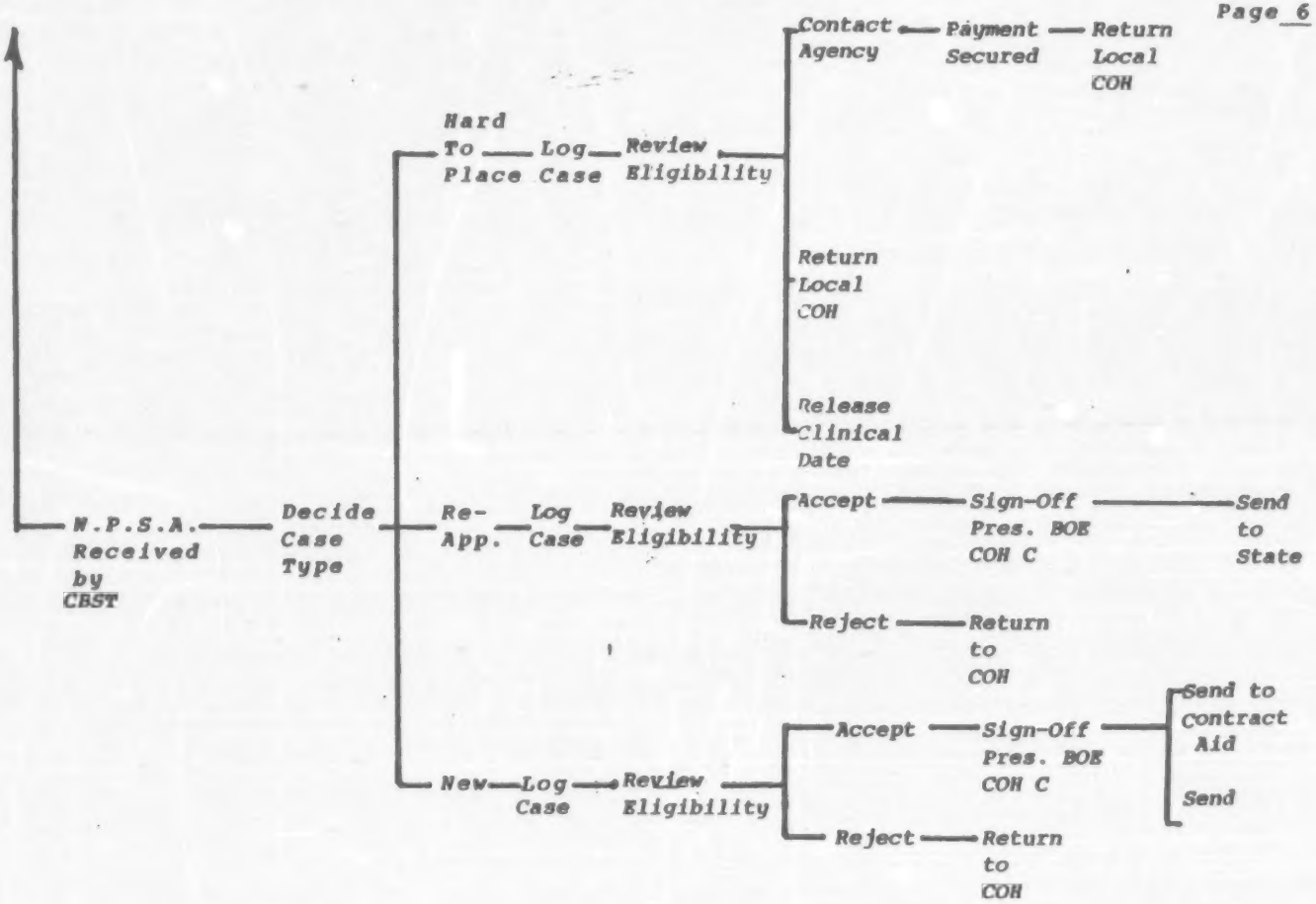

4
Receive I.A.C. Request
Obtain Parent Consent
Yes
Conduct Formal Assessment
(see chain) pgs 3,4,5,6
No
Stop Process
5
Child Returns to System
from Private Schools
from Voluntary Agencies
CBST REQUEST FORMAL ASSESSMENT
6
Outside Agency Request for COH Review
To Page 3

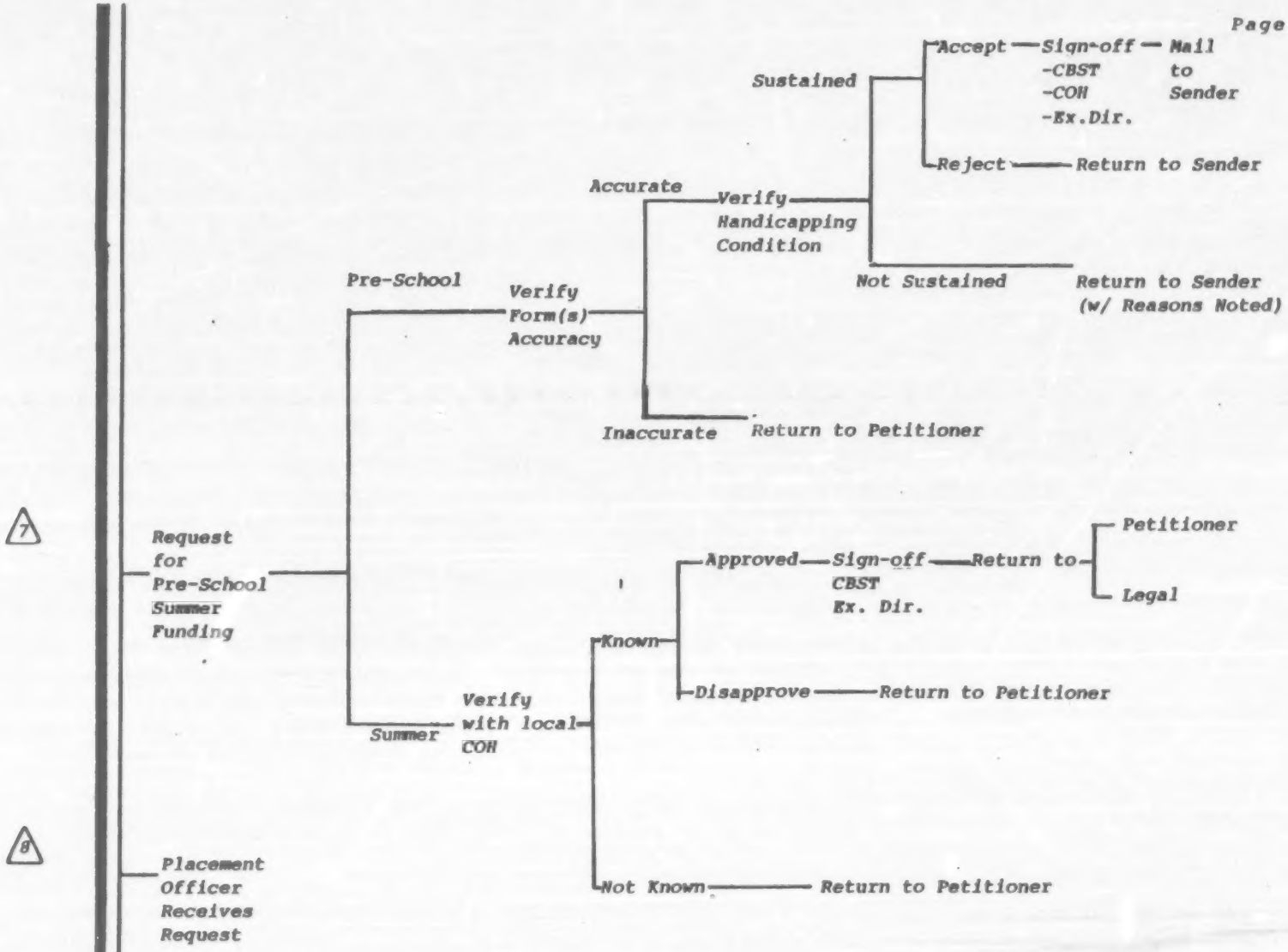

from Conduct Formal Assessment Chain 4, pg 2
Schedule Appointment
Complete Formal Assessments
Psychological
Social Intake
Educational
Outside Medical
Other
Conduct Educational Planning Conference
State Recommendations
No Service
Develop Service Plan
Outside Agency
(or)
Remain in Present Class
(or)
Resource Room
Request COH Review
Write IEP code)
No Related Service
w/ Related Service
Outside Agency
Student Family Action
School Staff Action
SBST Action
Support Service
Obtain Parent Permission
Related Service
Write IEP (code)
Obtain Parent

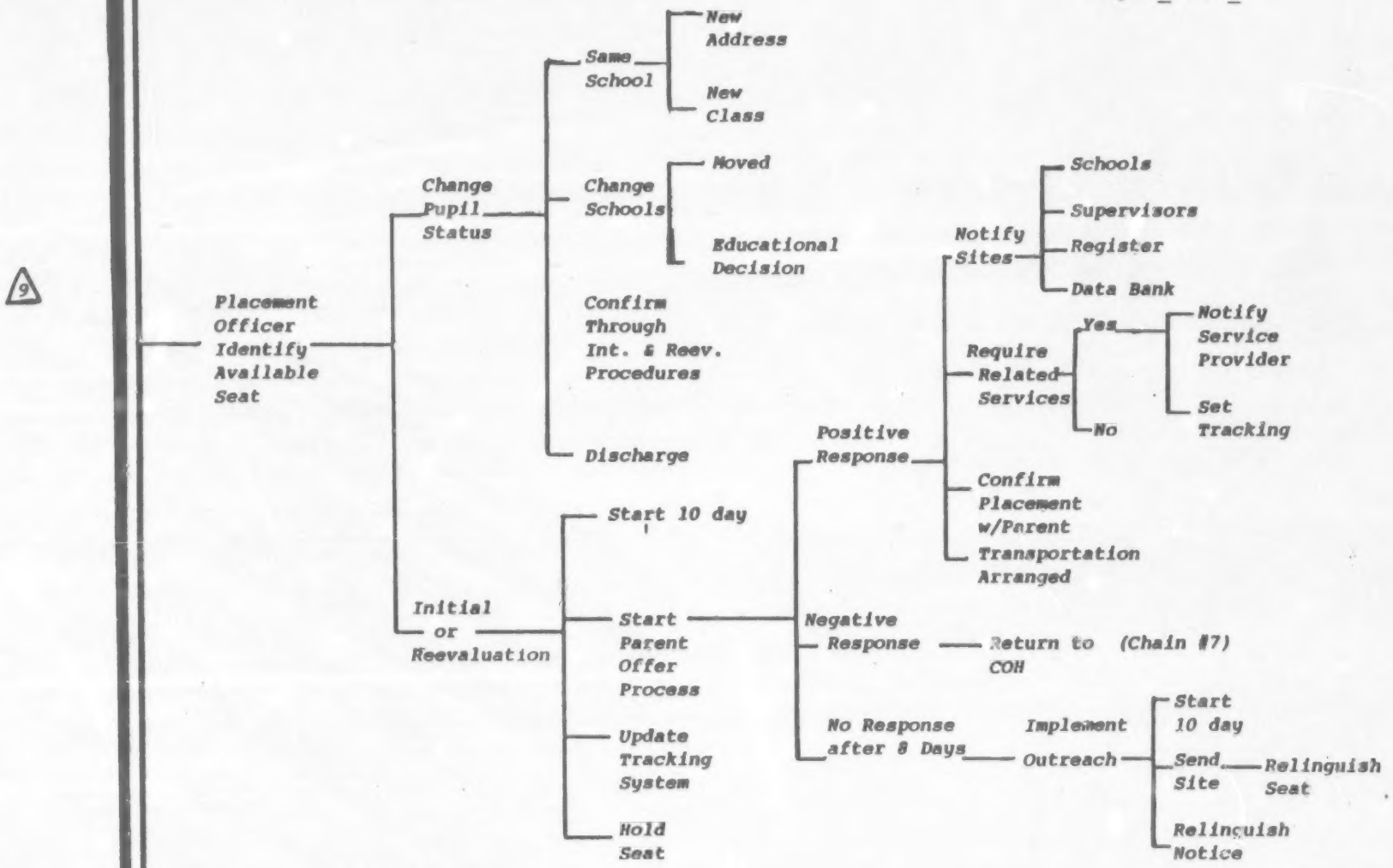

To Page 3
Conduct COH Review
State Recommendations
No Service
Develop Service Plan
Outside Agency
Remain in Present Class
Outside Agency
Student Family Action
School Staff Action
SBST Action
Support Service
Obtain Parent Permission
Related Service
Write IEP
(code)
Obtain Parent
Resource Room
Write IEP (code)
No Related Service
w/ Related Service

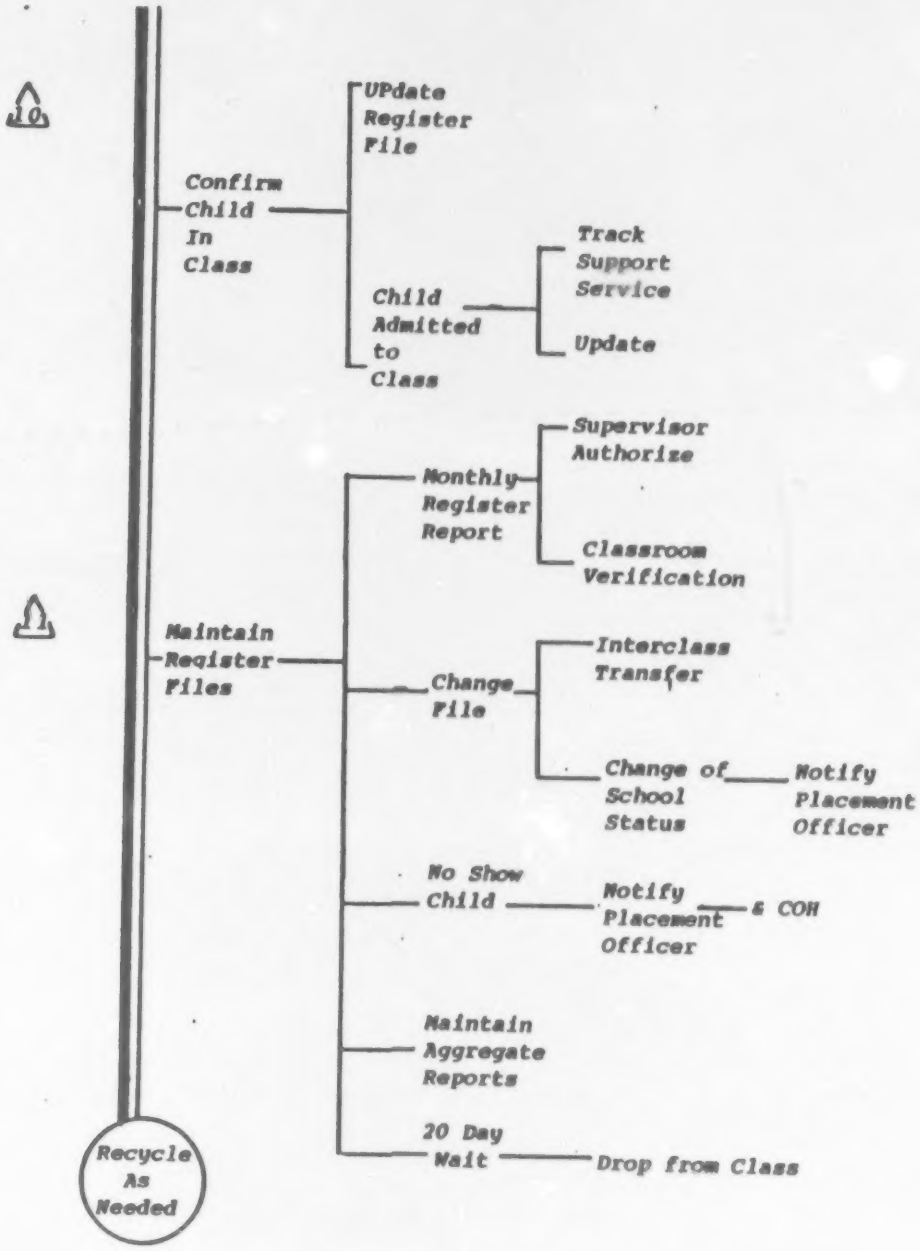

(or)
Special Education Self-Contained Class
(code)
Write IEP
Obtain Parent Consent
Yes
Send Placement Request
No
Stop Process
Receive Non-Acceptance of Chain 10
Recontact Parent
New Site
Resolution
Impartial Hearing
(or)
for no Public Site Available
Regional Coordinator Receives
Approve
Send to to CBST
Return to COH

-34-


W.P.S.A. Received by CBST
Decide Case Type
Hard To Place
Log Case
Review Eligibility
Contact Agency
Payment Secured
Return Local COH
Return Local COH
Release Clinical Date
Re-App.
Log Case
Review Eligibility
Accept
Sign-Off Pres. BOE COH C
Send to State
Reject
Return to COH
New
Log Case
Review Eligibility
Accept
Sign-Off Pres. BOE COH C
Send to Contract Aid
Send
Reject
Return to COH


Request for Pre-School Summer Funding
Pre-School
Verify Form(s) Accuracy
Inaccurate
Return to Petitioner
Accurate
Verify Handicapping Condition
Sustained
Accept
Sign-off -CBST -COH -Ex.Dir.
Mail to Sender
Reject
Return to Sender
Not Sustained
Return to Sender (w/ Reasons Noted)
Summer
Verify with local COH
Known
Approved
Sign-off CBST Ex. Dir.
Return to
Petitioner
Legal
Disapprove
Return to Petitioner
Not Known
Return to Petitioner
Placement Officer Receives Request


9
Placement Officer Identify Available Seat
Change Pupil Status
Same School
New Address
New Class
Change Schools
Moved
Educational Decision
Confirm Through Int. & Reev. Procedures
Discharge
Initial or Reevaluation
Start 10 day
Start Parent Offer Process
Update Tracking System
Hold Seat
Positive Response
Notify Sites
Schools
Supervisors
Register
Data Bank
Require Related Services
Yes
Notify Service Provider
Set Tracking
No
Confirm Placement w/Parent
Transportation Arranged
Negative Response
Return to COH (Chain #7)
No Response after 8 Days
Implement Outreach
Start 10 day
Send Site
Relinquish Seat
Relinquish Notice


10
Confirm Child In Class
UPdate Register File
Child Admitted to Class
Track Support Service
Update
11
Maintain Register Files
Monthly Register Report
Supervisor Authorize
Classroom Verification
Change File
Interclass Transfer
Change of School Status
Notify Placement Officer
No Show Child
Notify Placement Officer
& COH
Maintain Aggregate Reports
20 Day Wait
Drop from Class
Recycle As Needed

INFORMATION COLLECTED

This section provides detailed information on the input forms, their data elements, and CAP's link with other systems, such as OSIS.

FORMS AND DATA ELEMENTS

Five input documents are used in the Child Tracking System. All but one, the Create Record form, function as both input and output documents. Sample forms, a brief explanation of each form, and a list of their corresponding data elements are included in the back of this section.

In order to allow for flexibility as well as control, we suggest that the software contain tables that note which groups or levels of staff have responsibility for input data for each report. The User Manager will be able to upate these tables. The system will check the data provider's code against the appropriate report input table to ensure that only the correct persons are placing information onto the report. An example of such a table is given below:

	Report				
Position	Create Record	SBST Child Status	Child Placement Status	New Child Assignments	Related or Support Services
SBST member					
COH Chairpersons/ Dist. Mgrs.					
COH Placement Officer					
Sp.Ed. Supervisor					
Reg. Coordinators					
Reg. Placement					
CBST					
Program Mgr.					
Hearing Officer					
Executive Officer					

In each of the above boxes, the computer might note whether the individual was allowed to a) give original input, b) update information, c) change information that has been on the report longer than six weeks, or d) delete information.

In order for these check tables to function properly, each position must have a coded access number so that data input can be checked. For example, all SBST members might have an access code that begins with 11, Placement Officers with 22, and so on. An alpha character will be appended to the SBST numbers in order to identify each position (e.g., 11 A = Social Work, 11 B = Psychologist). This will facilitate checking on who has or has not submitted forms.

Tables will also exist for data elements. Two centrally-located individuals, such as the User Manager and another designated person in his/her office, will be the only individuals who will be able to make changes to the data elements. Data elements which will be contained in the system as tables are detailed behind each report in this document. For example, the data elements corresponding to language are:

S = Spanish	L = Hebrew
I = Italian	R = Russian
C = Chinese (Cantonese)	Y = Yiddish
M = Chinese (Mandarin)	P = Polish
F = French/Creole	G = Greek
J = Japanese	A = Arabic
D = Farsi	K = Korean
H = Hindi	V = Vietnamese
E = English	B = Serbo Croatian
Z = Signing	O = Other

If an "x" or other incorrect entry is entered in the language column, the system will not accept it and will identify it as an error that needs to be corrected.

LINK WITH OTHER SYSTEMS

Interface with OSIS

Frequency of Updates

It is currently planned that OSIS and CAP will access data from each other for periodic file updates. OSIS now plans updates once a month. If this frequency

were to continue and CAP were to rely only on OSIS updates, the information in CAP would be 6-8 weeks old. Special education personnel also believe that they sometimes receive updated demographic information before the school secretary. For these reasons, along with the need for flexibility during OSIS restructuring, CAP will accept direct field updates. During the OSIS restructuring process, updates between CAP and OSIS will occur as often as is possible. Eventually, when both systems are fully operational, OSIS and CAP will update each other daily.

OSIS Numbers for Non-Public School Children

OSIS has agreed to issue numbers for Special Education to use with non-public school children served by SBSTs. Special Education staff will work closely with the OSIS development team (ATT) to ensure that this takes place. OSIS will most likely either set aside a block of numbers for DSE to assign to these children or will append 1 or 2 digits or characters to a "regular" OSIS number. Extending the number allows OSIS greater flexibility since they would be able to use these indicator positions for other special groups as well.

OSIS is currently considering allowing 11 spaces for the OSIS number. To ensure compatibility, CAP will allow 11 spaces internally for the OSIS number, but will only use 9 plus an asterisk for print out purposes. In this way, if OSIS does decide on 11 spaces, the two systems will remain compatible.

Interface with DataBank

At some future point, the current DataBank files will enventually merge with the preservice Child Assistance Program. The resulting child data base will hold a single, continuous record for each child from referral for informal assessment through service and discharge from Special Education. Program information will be provided for each child. In this vision of the completed system, the COH Tracking System and DataBank will no longer exist as two separate subsystems.

Although this is the plan for the overall system, CAP must be phased in one step at a time. The core system described in this document will be implemented first. Following this step, the DataBank interface will take place.

Interface with the Transportation System

It has been suggested that CAP directly interface with the Transportation System to communicate transportation requests and approvals. As is the case with the DataBank interface, this is a subsystem of the entire design that will be implemented only after the core system is in place. MAC has held preliminary discussions with the Department of Transportation. Agreement exists on the desirability and general concept of the direct interface.

INPUT FORMS AND DATA ELEMENTS

CREATE RECORD FORM

Provider: SBST Team

Document Type: Input

Frequency: The Create Record form is submitted when the child is referred for assessment.

Purpose: The Create Record form enters the child into the Basic Student Service File. This form becomes especially critical in the event that OSIS is not fully functioning by the time CAP is operational and, therefore, would not be able to provide the needed child-specific information. Once OSIS is again fully operational, the Create Record form will be re-examined and revised to eliminate any data repetitive with OSIS files.

Format: This will be a one-part, preprinted form.

Columns and Data Elements: Refer to the sample form.

CREATE/CHANGE RECORD FORM

District # _____ School Name or # _____

SBST # _____ Class # _____

OSIS # 11 Maintenance Code A = New Admission 1

Create Date 8 R = Revision

Name of Student (Last, First, MI) 30

M = Male

Sex F = Female 1 Date of Birth 8 Student's Language 1

Address (Number, Street, Apt. No., Borough, Zip Code) 40

Home District 2 Phone 7 Ethnic 1

Medicaid # 10 Prior Placement (see bottom of form for codes) 1

Name or # of School Student Coming From 14

Current Serv. Dist. # 2 Current Grade 2 Current Class # 4

Teacher's Name (Last, first) 25 Current DSE placement (if any) 5

Name of Father (Last, first, MI) 26

Name of Mother (Last, first, MI) 26

Name of Person or Agency Child Living With 26

Business Phone of Resident Adult 10

Emergency Phone of Resident Adult 10

Name of Guardian 26

Address of Guardian 40

Residence Phone of Guardian 10

Business Phone of Guardian 10

Parent/Guardian's Dominant Language 1

Parent/Guardian's Need for an Interpreter 1

Data Elements:

Prior Placement Codes:

1 = Regular Grades
2 = Home
3 = Institution
4 = Private School
5 = Parochial School
9 = Other
0 = Don't Know

SBST CHILD STATUS REPORT

Provider/User: SBST/School of Current Service/COH/CBST/COH Chairperson

Document Type: Input/Output (Periodic)

Frequency: Data submitted to data center weekly. Receipt of updated hard copy the following week.

Purpose: Weekly system update of status of all children active in the preservice process from the point of informal assessment through point of departure from the preservice process. Children who need to be placed in other than a resource room at their current school (as determined initially by SBST conference and finally by COH review) will automatically begin to appear on the Child Placement Status Report provided to the COH Placement Officer. New activities completed on children in the preservice process or new children added will be indicated by the SBST member on a two week data sheet with a one week tear-off portion. COH or CBST members will do the same, recording only for children assigned to them for evaluation. At the end of the week, the top sheet is submitted for data entry. The bottom copy will be retained to enter data for the next week of the two week period.

Format: One two-part, preprinted carbon school master and a three-part, preprinted carbon form with duplicate information will be sent to each school. Each part is for an SBST member to tear off and use as (s)he arrives at the school during the week. Each SBST will decide in conjunction with the COH Chairperson and the building administrator whether to record the date of completed activities and what is needed next on the school master, on the individual forms, or on both. The Child Status Reports for COH members or CBST personnel will be sent to their respective locations.

Order: Children to be listed alphabetically within school. New children would simply be added to the bottom of the form to be sorted by the computer and included in the listing for the beginning of the next week. The COH Chairperson's report will be simply a two-part carbon copy of all children within

schools within the district. Children who reside in the district but are the evaluation responsibility of the COH or of the CBST would be shown on separate two-part forms. The top sheet of the COH Chairperson's two-part form can be used for actual entries if necessary, e.g., to set the compliance clock back due to parent-caused delays.

Columns: Refer to the sample form. Descriptions are provided below for the columns as they are shown reading across the form. All the dates except "next activity" are to indicate completion. Numbers indicate the number of characters or digits. Each line cannot exceed 132 spaces. Each child will be given a minimum of three lines double-spaced.

L - child's dominant language, e.g., Spanish = S.

Res Dist # - the number of the district and borough in which the child resides.

Ases T - type of assessment: initial assessment; re-evaluation; triennial; re-application; or continuum reclassification. The three types of re-evaluations may be aggregated for various other reports to show the total number of re-evaluations.

Rqst - date informal assessment first requested.

Prnt Permiss - date parental permission for informal assessment received.

Assmnt - date informal assessment completed.

IAC R - recommendation of informal assessment conference.

Parent Consent - date parent consent for formal assessment received.

S - source of referral for formal assessment.

Assmnt - type of assessment and date of assessment. Type will be listed first, then date. Assessments to be listed on separate lines beneath each other. An "A" will indicate if an outside agency has done assessment work on the child.

EP Confer - date of education planning conference.

Recc - recommendations of EP conference. This column will also indicate in codes which related or support services are recommended for the child.

COH Rvw - date of COH review.

Recc - final recommendation of formal assessment process by the COH.

Comp - date the child will be out of compliance. A minus sign will indicate that a child will be out of compliance if formal assessment is not completed within two weeks, assuming two-week turnaround. A plus sign will flag children already out of compliance.

Activity - More than one next activity may be listed vertically in this column. Each designates the activity needed by the child and, in the case of parent permission or consent for recommendations, the date this activity took place. This field will also be used to record one of the standard codes that describe the reason for a child's being delayed or removed from the formal assessment process prior to completion. The COH Chairperson will be the only individual able to stop the clock in both the evaluation and placement processes.

Date - This column will be used to record the dates of future activities. For example, if a re-evaluation is listed as next activity, the date the re-evaluation is to take place will be written in this column. It can also be used to note the month, day, and year the clock will start again after a delay.

Data Elements: Refer to the list of data elements following the SBST Child Status Report sample form.

SBST CHILD STATUS REPORT

District # _____ School Name or # _____ SBST # _____ Services Through _____

Child Identification	L	Res. Dist #	Asst	Informal Assessment				Formal Assessment								Next Activity	
				Rqst	Parent Permiss	Asmnt	IAC R	Parent Consent	S	Asmnt	EP Confer	Recc	COH Rvw	Recc	Comp	Activity	Date
30	1	4	1	8	8	8	3	8	2	11	8	5	8	5	9	5	8

Last Name, First, MI: (30)
OSIS Number: (11)
Birthdate: (8)

SBST CHILD STATUS REPORT

Data Elements

Child Identification - Last name, first, MI (30)

OSIS Number - 9 digits + asterisk if number for private school; if appropriate, up to 11 spaces may be used to enter an OSIS number for a private school child

Birth Date - Month/date/year

Language - 1 letter code

S = Spanish	L = Hebrew
I = Italian	R = Russian
C = Chinese (Cantonese)	Y = Yiddish
M = Chinese (Mandarin)	P = Polish
F = French/Creole	G = Greek
J = Japanese	A = Arabic
D = Farsi	K = Korean
H = Hindi	V = Vietnamese
E = English	B = Serbo Croatian
Z = Signing	O = Other

Res. Dist. # - District of residence: number and borough code:

M - Manhattan
X - Bronx
K - Brooklyn
Q - Queens
R - Richmond

Ases T -

I - Initial Evaluation
R - Re-evaluation request
T - Re-evaluation triennial
F - Re-evaluation re-application
C - Continuum Reclassification

Rqst - Month/date/year

Parent Permiss - Month/date/year

Assment - Date IAC completed - Month/date/year

IAC R - Recommendation of IAC:

1 - Remain in regular grade
2 - Remain in regular grade with recommendation for services to outside agency
3 - Recommend support services
4 - Recommend formal assessment
5 - Recommend formal assessment by outside agency

If support services are recommended:

Type:	Service Deliverer:
SA = Counseling Services	P = SBST Psychologist
SB = Guidance Services	E = SBST Ed. Evaluator
SC = Educational Services	S = SBST Social Worker
SZ = Other	N = Nurse
	L = Speech/Language Teacher
	G = Guidance Counselor
	A = Audiologist
	H = Physical Therapist
	T = Occupational Therapist
	C = Aide
	O = Other

Also specify:

Weeks: Number of weeks of service

Number of sessions: Number of sessions child is to receive per week + "s"

Parent Consent: Month/date/year received parental consent

S - Source of Referral:

P - Parent	CF - Child Find
D - Doctor	R - Re-evaluation Request
S - School	T - Re-evaluation Triennial
N - Non-Public School	F - Re-evaluation re-application
H - Hospital	C - Continuum Reclassification
A - Agency	O - Other
U - Court	

Assment - Kind of assessment/date/outside agency

Type:

00 - Other	07 - Psychiatric
01 - Social History	08 - Medical
02 - Psychological	09 - OT
03 - Educational	10 - PT
04 - Speech & Language	11 - Neurological
05 - Audiological	12 - CMHS Profile
06 - Visual	

Date: Month/date/year

Outside Agency: If an outside agency has performed the assessment, indicate by noting an "A"

EP Confer - Month/date/year

Recc - Outcome of EP Conference
1 - Regular grade without services
2 - Regular grade with support services
3 - Regular grade with related services
4 - Resource Room
5 - COH Review
6 - Additional assessment required
7 - Recommend for services to outside agency

If related or support services are recommended:

Type	Provider
RA - Audiological Services	P - SBST Psychologist
RB - Augmentative Communication	E - SBST Ed. Evaluator
RC - SBST Counseling Services	S - SBST Social Worker
RD - Guidance Services	N - Nurse
RE - Medical Services	L - Speech/Language Teacher
RF - Occupational Therapy	G - Guidance Counselor
RG - Parent Counseling/Training	A - Audiologist
RH - Physical Therapy	H - Physical Therapist
RJ - Speech/Language Therapy	T - Occupational Therapist
RK - Visual Services	C - Aide
RL - Travel Training	O - Other
RZ - Other	
SA - Counseling Services	
SB - Guidance Services	
SC - Educational Services	
SZ - Other	

Also specify:

Weeks: Number of weeks of service

Number of sessions: Number of sessions child is to receive per week + "s"

COH Review - Date: Month/Day/Year

Recc - Recommendation of COH Review

0 - No change in program
1 - Regular grade without services
2 - Regular grade with support services
3 - Regular grade with related services

	Program
01 -	EMR
04 -	TMR
05 -	Mult. Hand. (Primary HC - MR) or (Mult. Hand/MR)
06 -	Emot. Dist. EMR
07 -	Emot. Dist. TMR
08 -	Track IV
09 -	OTC - EMR

10 - OTC - TMR
11 - OTC - Mult. Hand.
12 - ASTC
13 - Delayed Learners
82 - C.M.H.C.

16 - HC 10
17 - HC 20
18 - HC 30
22 - School for Career Development
71 - N.I.E.H.

26 - CEH
29 - Teacher Moms
30 - Autistic
31 - DS - Emot. Dist. Severe
32 - Resid. Treat Cluster Schools
33 - Day Treatment
34 - Neg. & Dep.
36 - Narcotics
37 - Psych. Hosp.
38 - Correction Institution

41 - Bl. and Vis. Hand
42 - Mult. Hand - Primarily HC - Blind
43 - Resource Room - Vision
44 - Itinerant Services - Vision RG
45 - Itinerant Services - Vision SE
19 - HI - Short Term
20 - HI - Phys. Hand. - Long Term
21 - HI - Emot. Hand.
23 - Hosp. School

51 - J.47 - Deaf Only
52 - J.47 - Mult. Hand (Primary HC - Hearing)
53 - SLHIC
54 - HS Classes - Hearing
55 - Work Study - Hearing
56 - Resource Rm. - Reg. Cl. Pupils - Hearing
57 - Resource Rm. - S.E. Pupils - Hearing
58 - It. Ser. - Reg. Cl. Pupils - Hearing
59 - It. Ser. - S.E. Pupils - Hearing

81 - Readiness Prog.

61 - Sp. Ctr. - Pub. (School with resident speech teacher)
62 - Sp. Ctr. - Non-Pub. (School with resident speech teacher)
63 - It. Ser. - Pub. - Speech
64 - It. Ser. - Non-Pub. - Speech
65 - Sp. Ed. Pupils - Pub. - Speech
66 - Sp. Ed. Pupils - Non-Pub. - Speech
85 - Resource Room - SLD

76 - Diagnostic Classes

91 - Non-Pub. Facilities

If support or related services are recommended:

Type	Provider
RA - Audiological Services	P - SBST Psychologist
RB - Augmentative Communication	E - SBST Ed. Evaluator
RC - SBST Counseling Services	S - SBST Social Worker
RD - Guidance Services	N - Nurse
RE - Medical Services	L - Speech/Language Teacher
RF - Occupational Therapy	G - Guidance Counselor
RG - Parent Counseling/Therapy	A - Audiologist
RH - Physical Therapy	H - Physical Therapist
RJ - Speech/Language Therapy	T - Occupational Therapist
RK - Visual Services	C - Aide
RL - Travel Training	O - Other
RZ - Other	
SA - Counseling Services	
SB - Guidance Services	
SC - Educational Services	
SZ - Other	

Also specify:

Weeks: Number of weeks of service

Number of sessions: Number of sessions child is to receive per week + "s"

Type of Transportation:

TS - Regular School Bus
TM - School Bus with Matron
TL - Lift Bus
TP - Transportation Pass
TW - Walk to School

Compliance - Date (Month/date/year) child will be out of compliance

Flag: "-" if child will be out of compliance within 2 weeks
"+" if child is already out of compliance

Next Activity: Activity Column:

Code	Activity
0001	Receive parental permission for IA
0002	Conduct IA
0003	Conduct IAC
0004	Obtain parental permission for IAC recommendations. Note date (month/day).

0005	Arrange support service
0006	Request service from outside agency
0007	Obtain parental consent for FA
0008	Conduct FA
00A8	Soc
00B8	Psych
00C8	Ed Evaluation
00D8	Speech/Language
00E8	Neurological
00F8	Vision/Hearing
00G8	Medical
00H8	Other
0009	Conduct EPC
0010	Obtain parental consent for EPC recommendations Note date of parental consent (month/day)
0011	Arrange related service
0012	Arrange resource room
0013	Request COH review
0014	Conduct COH review
0015	Obtain parent consent for COH review recommendations Note date of parental consent (month/day)
0016	Arrange regional placement services
0017	Arrange citywide placement services
0018	Re-evaluate
0019	Delay-Legally sanctioned
0A19	Parental negative response
0B19	No response from parent regarding request for permission/consent
0C19	No response from parent regarding meeting or conference
0D19	No response from parent regarding site offering
0020	Delay-Hold for administrative reasons
0A20	Child moved without notification to the school
0B20	Child left country
0C20	Child unavailable due to illness
0D20	Child or parent unavailable
0E20	Administrative hold-board policy
0F20	Administrative hold-articulation
0G20	Administrative hold-suspense
0H20	Impartial hearing
0I20	Awaiting information from outside agency

0J20	Awaiting doctor's report
0K20	Awaiting school report
0L20	Specialized assessment required
0M20	Awaiting information from another school district
0N20	Awaiting information from out-of-city service source

Next Activity Date Column: Month/date/year clock will start again after delay

Month/date/year next activity should occur if not routinely scheduled (e.g., date of re-evaluation if less than three years)

CHILD PLACEMENT STATUS REPORT

Provider/User: COH Placement Officer (COH Chairperson to receive one copy)

Document Type: Input/Output (Periodic)

Frequency: Data submitted to data center weekly. Receipt of updated hard copy weekly.

Purpose: This child specific document will provide each COH Placement Officer with an update of children needing placement in other than their home school resource room program. It is to be used as a worksheet for recording the completion of activities leading to the acknowledged attendance of a child at the assigned placement.

New entries are made on the form by the COH Placement Officer throughout the week. Those changes, plus new entries from the SBST Child Status Report, will appear on the next week's report. Because the COH Placement Officer will often be in the same location as the terminal, this document is envisioned to be at least a weekly report often with overnight turnaround. In those cases where the COH Placement Officer is not located within close proximity to the terminal, the report may have to be issued weekly with a one week lag between data input and distribution of updated reports.

Format: The form is to be three-part, preprinted carbon paper. The first copy is to be given to the COH Chairperson. The second copy is the one on which new activity or new entries may be recorded for the week. The third is for historical retention by the COH Placement Officer. New entries will be added to this report for children who complete the formal assessment process and are determined to need other than home school Special Education as indicated on the SBST Child Status Report. A Next Activity code designating placement, for example, on the SBST Child Status Report causes a child's name to appear automatically on this placement form. It is expected that the SBST or COH members will immediately inform the COH Placement Officer of a placement need as soon as the conference or COH review is completed and, therefore, the

COH Placement Officer will manually enter the name. The automatic trigger is simply to ensure that no children are missed.

Other data already existing in the CAP file will also appear automatically on this form. These data include the placement type, time group, referral date, child's dominant language, sex, whether the placement is regional or citywide ("Reg or CW"), current school, resident district number, and related or support services.

Order: Children will be grouped by program type, then by time group (over 30 school days, between 15 and 30 school days, and less than 15 school days from formal assessment completion), and finally alphabetically by last name. Information on each child will be recorded on at least three double-spaced horizontal lines.

Columns: Refer to the sample form. The numbers in the columns indicate the number of characters or digits in each field. Descriptions are provided below for columns whose headings might require clarification.

Rel or Supp Svcs: This column will automatically indicate the related services needed by the child, the number of sessions per week, and the number of weeks of service to be provided. Support services will appear automatically only if the recommendation is for the child to "remain in regular grade with recommendation for services to outside agency." Once a placement offer is accepted, the child will be triggered onto the Related or Support Services document as pending service.

Parent Resp: This column would contain the letter(s) A, R, NR or AP indicating acceptance, refusal, no response, or alternate placement respectively. These notations would be followed by a hyphen and the date of receipt. If an offer is refused, the next week's version of the report would have shifted the last week's entries in "Placement Offer" and "Parent Resp" fields down to the next line leaving the first line blank for a new offer to be made and recorded.

Transport/Req Date/Bgn Date: This field contains the date on which bus transportation is requested and the date on which this transportation will begin.

Attend: This field is a space to contain a check when the child's attendance in the assigned placement is first confirmed by the school as indicated on the New Child Assignments form. This check will occur in the report following the week in which attendance is confirmed by the school. In the following report, this child and all of the record will cease to appear.

Next Activity: At the end of each week, the COH Placement Officer will indicate the next activity needed for this child. If several activities happen in the same week, the previous activity can be crossed out and the space beneath it used. The last activity code entered will indicate that attendance confirmation is needed and the date on which first attendance is expected. The COH Placement Officer would determine the anticipated attendance start date through discussion with the receiving school or SBST and, perhaps, with the parent or guardian. This field will also be used to indicate a standard code for the reason an offer is refused.

Data Elements: Refer to the list of data elements following the sample Child Placement Status form.

CHILD PLACEMENT STATUS

District # _____ For Week Ending _____

CPO Location _____

Placement Type: _____

Time Group: _____

Child Identification	Referral Date	L	Sex	Reg or CW	Current School	Res. Dist #	Placement Offer						Parent Resp	Transport		Attend	Next Activity	
							Offer Date	School	Class Type	Class #	Rel or Supp Svcs	Accept (A) Refusal (R) No Resp (NR) Alt Plcmt (AP)	Req Date	Bgn Date		Act	Date
30	8	1	1	1	5	4	8	5	2	4	6	11	8	8	1	5	8	

Last Name, First MI: (30)
OSIS Number: (11)
Birthdate: (8)

CHILD PLACEMENT STATUS REPORT

Data Elements

Placement Type -

01 - EMR
04 - TMR
05 - Mult. Hand. (Primary HC - MR) or (Mult. Hand/MR)
06 - Emot. Dist. EMR
07 - Emot. Dist. TMR
08 - Track IV
09 - OTC - EMR
10 - OTC - TMR
11 - OTC - Mult. Hand.
12 - ASTC
13 - Delayed Learners
82 - C.M.H.C.

16 - HC 10
17 - HC 20
18 - HC 30
22 - School for Career Development
71 - N.I.E.H.

26 - CEH
29 - Teacher Moms
30 - Autistic
31 - DS - Emot. Dist. Severe
32 - Resid. Treat Cluster Schools
33 - Day Treatment
34 - Neg. & Dep.
36 - Narcotics
37 - Psych. Hosp.
38 - Correction Institution

41 - Bl. and Vis. Hand
42 - Mult. Hand - Primarily HC - Blind
43 - Resource Room - Vision
44 - Itinerant Services - Vision RG
45 - Itinerant Services - Vision SE
19 - HI - Short Term
20 - HI - Phys. Hand. - Long Term
21 - HI - Emot. Hand.
23 - Hosp. School

51 - J.47 - Deaf Only
52 - J.47 - Mult. Hand (Primary HC - Hearing)
53 - SLHIC
54 - HS Classes - Hearing
55 - Work Study - Hearing
56 - Resource Rm. - Reg. Cl. Pupils - Hearing

57 - Resource Rm. - S.E. Pupils - Hearing

58 - It. Ser. - Reg. Cl. Pupils - Hearing
59 - It. Ser. - S.E. Pupils - Hearing

81 - Readiness Prog.

61 - Sp. Ctr. - Pub. (School with resident speech teacher)
62 - Sp. Ctr. - Non-Pub. (School with resident speech teacher)
63 - It. Ser. - Pub. - Speech
64 - It. Ser. - Non-Pub. - Speech
65 - Sp. Ed. Pupils - Pub. - Speech
66 - Sp. Ed. Pupils - Non-Pub. - Speech
85 - Resource Room - SLD

76 - Diagnostic Classes

91 - Non-Pub. Facilities

Time Group - greater than 30 Days
between 15 and 30 Days
less than 15 Days

Child Identification - Last name, first, MI

OSIS Number - 9 digits, plus asterisk if number for private school child

Birth date - Month/day/year

Referral date - Month/day/year

Language - 1 letter code

S = Spanish
I = Italian
C = Chinese (Cantonese)
M = Chinese (Mandarin)
F = French/Creole
J = Japanese
D = Farsi
H = Hindi
E = English
Z = Signing
L = Hebrew
R = Russian
Y = Yiddish
P = Polish
G = Greek
A = Arabic
K = Korean
V = Vietnamese
B = Serbo Croatian
O = Other

Sex - M - Male
F - Female

Reg. or CW - Regional or citywide program
R - Regional
C - Citywide

Current School - School number + District code

Res. Dist. # - Residence district number + Borough code
M - Manhattan
X - Bronx
K - Brooklyn
Q - Queens
R - Richmond

Offer Date - Month/day/year

School - School number and district code

Class Type - See "Placement Type" codes

Class # - Number of class that child has been offered (4 characters)

Rel. or Supp. Svcs. - Related or support services recommended for child, service provider and "*" if offered.

Type	Provider
RA - Audiological Services	P - SBST Psychologist
RB - Augmentative Communication	E - SBST Ed. Evaluator
RC - SBST Counseling Services	S - SBST Social Worker
RD - Guidance Services	N - Nurse
RE - Medical Services	L - Speech/Language Teacher
RF - Occupational Therapy	G - Guidance Counselor
RG - Parent Counseling/Training	A - Audiologist
RH - Physical Therapy	H - Physical Therapist
RJ - Speech/Language Therapy	T - Occupational Therapist
RK - Visual Services	C - Aide
RL - Travel Training	O - Other
RZ - Other	
SA - Counseling Services	
SB - Guidance Services	
SC - Educational Services	
SZ - Other	

Will also list:

Weeks: Number of weeks of service

Number of Sessions: Number of sessions child is to receive + "s"

Parent Resp. - Parent Response and Date of Response

A - Acceptance of Placement or Service: Month/Day/Year
R - Refusal of Placement or Service: Month/Day/Year
NR - No Response: Month/Day/Year
AP - Alternate Placement: Month/Day/Year

Transport Req. Date - Month/day/year of request

Transport Beg. Date - Month/day/year transportation will begin

Attend - An asterisk will appear in this column when the school has returned the New Child Assignments form and confirmed that the child has started attending classes.

Next Activity: Code and date

Code	Activity
001	Start public placement process
002	Start 10 day
003	Check availability of seat
004	Hold seat
005	Offer seat
006	Await parental response
007	No response - 8 days
008	Implement outreach
009	Relinquish site
010	Withdrawal
010A	moved out of city
010B	transfer
010C	no-show
010D	new site offer (F3)
010E	parental withdrawal
011	Non Acceptance
011A	resolution
011B	new site offered
011C	impartial
011D	state ed. department
012	No response - 20 days
013	Seat relinquished
014	Acceptance of placement
015	Notify site
016	Arrange transportation
017	Notify related service provider
018	Notify parent of start date
019	Confirm attendance
020	No show
021	Return to COH review
022	Non-public school placement
023	Notify CBST
024	Check availability
025	Secure placement
026	File site application
027	Confirm attendance with parent
028	Annual re-application

029 Delay-Legally sanctioned

029A	Parental negative response
029B	No response from parent regarding request for permission/consent
029C	No response from parent regarding meeting or conference
029D	No response from parent regarding site offering

030 Delay-Hold for administrative reasons

030A	Child moved without notification to school
030B	Child left country
030C	Child unavailable due to illness
030D	Child or parent unavailable
030E	Administrative hold-board policy
030F	Adminsitrative hold-articulation
030G	Administrative hold-suspense
030H	Impartial hearing
030I	Awaiting information from outside agency
030J	Awaiting doctor's report
030K	Awaiting school report
030L	Specialized assessment required
030M	Awaiting information from another school district
030N	Awaiting information from out-of-city service source

For CBST Document:

100	Request NPSA
101	Annual re-application
102	NPSA review by CBST
103	Request summer or pre-school
104	Re-evaluation - Nonpublic and public

Date - Month/day/year clock will start again after delay

Month/day/year next activity will occur if not routinely scheduled

If next activity = confirm attendance, note month/day/year that child could first arrive at school

NEW CHILD ASSIGNMENTS FORM

Provider/User: School to which child has been newly assigned and school which child is leaving.

Document Type: Input/Output (Periodic)

Frequency: Data submitted to data center weekly. Receipt of updated hard copy weekly.

Purpose: This report is designed to provide to the school in which a child has been placed and to the school which the child is leaving, if any, notification that the child could begin appearing in his/her assigned class on a certain date. It provides a place for a receiving school administrator to place the date of attendance confirming that the child has actually appeared in class. The list is generated by a next activity code on the Child Placement Status Report when the COH Placement Officer indicates that attendance confirmation is all that remains to complete the placement process. When the completed turnaround document is submitted at week's end, it will initiate an attendance check in the appropriate field on the Child Placement Status Report and automatically record the child as in-service on the DSE Student File. Unconfirmed attendees will continue to be listed on the next report of both the sending and receiving schools until the child's attendance at the new school is confirmed.

Format: This weekly report will go to schools that have new child assignments outstanding. The report will consist of two separate pages. One page will list children that a school is receiving, and the other will pertain to children that a school is sending to another facility. The receiving school administrator will indicate the first date of actual attendance for all children shown. The sending school will receive a list that identifies children assigned to another school and the schools to which the children have been assigned.

Order: Children will be arranged in alphabetical order within class type and number. Class types will be arranged alphabetically, and class numbers (if necessary) will be in ascending numerical order.

Columns: Refer to the sample form. The numbers in the columns indicate the number of characters or digits in each field.

Data Elements: Refer to the list of data elements following the sample New Child Assignments form.

NEW CHILD ASSIGNMENTS

FORM FOR SENDING SCHOOL

District # _____ Sending School Name or # _____ Period Ending _____

Class Type	Class #	Child Name Last	Child Name First	Child Name MI	OSIS #	Res. District	Receving School #	First Date Child Can Attend
4	3		30		11	4	5	8

FORM FOR RECEIVING SCHOOL

District # _____ Receiving School Name or # _____ Period Ending _____

Class Type	Class #	Child Name Last	Child Name First	Child Name MI	OSIS #	Res. District	Sending School	First Date Child Can Attend	Actual First Attendance Date
4	4		30		11	4	5	8	8

NEW CHILD ASSIGNMENTS

Data Elements

Class Type -

		Program
01	-	EMR
04	-	TMR
05	-	Mult. Hand. (Primary HC - MR) or (Mult. Hand/MR)
06	-	Emot. Dist. EMR
07	-	Emot. Dist. TMR
08	-	Track IV
09	-	OTC - EMR
10	-	OTC - TMR
11	-	OTC - Mult. Hand.
12	-	ASTC
13	-	Delayed Learners
82	-	C.M.H.C.
16	-	HC 10
17	-	HC 20
18	-	HC 30
22	-	School for Career Development
71	-	N.I.E.H.
26	-	CEH
29	-	Teacher Moms
30	-	Autistic
31	-	DS - Emot. Dist. Severe
32	-	Resid. Treat Cluster Schools
33	-	Day Treatment
34	-	Neg. & Dep.
36	-	Narcotics
37	-	Psych. Hosp.
38	-	Correction Institution
41	-	Bl. and Vis. Hand
42	-	Mult. Hand - Primarily HC - Blind
43	-	Resource Room - Vision
44	-	Itinerant Services - Vision RG
45	-	Itinerant Services - Vision SE
19	-	HI - Short Term
20	-	HI - Phys. Hand. - Long Term
21	-	HI - Emot. Hand.
23	-	Hosp. School
51	-	J.47 - Deaf Only
52	-	J.47 - Mult. Hand (Primary HC - Hearing)
53	-	SLHIC
54	-	HS Classes - Hearing
55	-	Work Study - Hearing

56 - Resource Rm. - Reg. Cl. Pupils - Hearing
57 - Resource Rm. - S.E. Pupils - Hearing
58 - It. Ser. - Reg. Cl. Pupils - Hearing
59 - It. Ser. - S.E. Pupils - Hearing

81 - Readiness Prog.

61 - Sp. Ctr. - Pub. (School with resident speech teacher)
62 - Sp. Ctr. - Non-Pub. (School with resident speech teacher)
63 - It. Ser. - Pub. - Speech
64 - It. Ser. - Non-Pub. - Speech
65 - Sp. Ed. Pupils - Pub. - Speech
66 - Sp. Ed. Pupils - Non-Pub. - Speech
85 - Resource Room - SLD

76 - Diagnostic Classes

91 - Non-Pub. Facilities

Class # - Number of class in which child has been placed

Child name - Last name, first, MI (30)

Res. Dist. # - Residence District Number/Borough Code:
M - Manhattan
X - Bronx
K - Brooklyn
Q - Queens
R - Richmond

Sending School # - 5 character number of sending school
3 numbers & District code

OSIS Number - 9 digits + asterisk if numbers for private school

First Date Child Can Attend - Month/day/year that child could first conceivably arrive at school

Actual First Attendance Date (Only for Receiving School) - Month/day/year child begins attending school (body in seat)

RELATED OR SUPPORT SERVICES

Provider/User: SBST members, School of Current Service, COH Chairperson/District Manager

Document Type: Input/Output (Periodic)

Frequency: Data submitted to data center weekly. Receipt of updated hard copy every week.

Purpose: A projection of all the related or support services to be provided to individual children as defined by the results of an informal or formal assessment. The report will show the number of weeks of service, the sessions per week scheduled with each child, sessions per week pending, and the number of sessions of service actually delivered by the SBST member in the current week. When services are recommended for a child, the child's name and service information will be printed on the form with the number of sessions per week listed as pending. Once this child is assigned, the sessions per week will move into the scheduled column. Changes to frequency or weeks of service planned for each child will also be noted by SBST members on the document.

Format: One six-part carbon will be provided to the school of which four parts are for the social worker, educational evaluator, guidance counselor, and psychologist; one is for submission, and one is for retention at the school. The social worker, psychologist, and other service providers will fill in the amount of time service was rendered during the week covered by the form.

Order: Children are to be listed alphabetically within school. New children can be added to the bottom of the sheet and will be inserted alphabetically by the computer. In the last week of service, an asterisk will appear in the "final week" column. If service is to be extended further, the SBST member will cross out the asterisk and indicate the number of additional weeks of service provided.

Columns: Refer to the draft form. Descriptions are provided below for any columns which may be unclear.

Type - A four character abbreviated form of the type of related (from IEP) or support (from informal assessment) services needed that would be provided by members of the SBST.

Number of Weeks - The number of weeks of service that the child is to receive.

Sessions per Week - The number of sessions per week recommended.

Sessions Sched./Wk - The number of sessions scheduled with the child each week.

Session Pend./Wk - The number of sessions of service recommended for the child, but not yet scheduled.

Final Week - An asterisk will appear if service is scheduled to terminate during the two weeks covered by the report. If service has been extended, the SBST member will note the additional weeks of service to be provided in the "final week" column.

Data Elements: Refer to list of data elements following the sample Related and Support Services form.

RELATED OR SUPPORT SERVICES

District # _____ School Name or # _____ SBST # _____ Services Through _____

Child Name			L	OSIS #	Type	No. of Weeks	Sessions Per Week	Sessions Sched./Wk	Sessions Spent This Week		Sessions Pend./Wk	Final Week
									Week 1	Week 2		
Last	First	MI										
	30		1	11	4	2	4	4	4	4	4	2

RELATED OR SUPPORT SERVICES

Data Elements

Child Name - Last name, first, MI (30)

Language - 1 letter code

S = Spanish
I = Italian
C = Chinese (Cantonese)
M = Chinese (Mandarin)
F = French/Creole
J = Japanese
D = Farsi
H = Hindi
E = English
Z = Signing
L = Hebrew
R = Russian
Y = Yiddish
P = Polish
G = Greek
A = Arabic
K = Korean
V = Vietnamese
B = Serbo Croatian
O = Other

OSIS Number - 9 digists + asterisk if number for private school

Type - Type of related or support service recommended and provider:

Type	Provider
RA - Audiological Services	P - SBST Psychologist
RB - Augmentative Communication	E - SBST Ed Evaluator
RC - SBST Counseling Services	S - SBST Social Worker
RD - Guidance Services	N - Nurse
RE - Medical Services	L - Speech/Language Teacher
RF - Occupational Therapy	G - Guidance Counselor
RG - Parent Counseling/Training	A - Audiologist
RH - Physical Therapy	H - Physical Therapist
RJ - Speech/Language Therapy	T - Occupational Therapist
RK - Visual Services	C - Aide
RL - Travel Training	O - Other
RZ - Other	
SA - Counseling Services	
SB - Guidance Services	
SC - Educational Services	
SZ - Other	

Number of Weeks - Number of weeks of service to be provided to the child

Sessions per Week - Number of sessions of service per week recommended for the child

Sessions Sched./Wk - Number of sessions of service scheduled with the child each week. The service provider completes this column.

Sessions Spent This Week	-	Number of sessions of service actually provided to the child in week covered by report
Session Pend./Wk	-	Number of sessions of service recommended for this child, but not yet scheduled
Final Week	-	Asterisk to appear if report is for the final week of service

*1 - if final week is first week covered by report
*2 - if final week is second week covered by report

INFORMATION STORED

CHILD RECORD

The revised child record is shown in the attached Exhibit. All revisions to the child record since the June 30, 1980 report are boxed. Fields to be added in the future when CAP and the DataBank are merged are enclosed in dotted lines.

Non-current information on a child will be contained in a historical file. This information on the active file may be called up if needed by the user. For example, if past placement history is desired, the file may be used to generate a list of all past placement locations, including school and class numbers, districts, etc. Some historical information, such as previous addresses and phone numbers, will be maintained off-line and will not be immediately available to the user.

SUPPRESSED INFORMATION

Ethnic and economic information (Medicaid number) will be entered into the system on a child specific basis. This data will be suppressed, however, and will only be available for access in aggregate form. The only exception will be made for regional placement coordinators, who will have access to child-specific ethnic information for high school placement purposes only.

This information will be obtained from the Create Record form, which will be filled out by SBST members. Only the Social Worker will be able to obtain and input information on Medicaid eligibility. Once this data is placed in the system, however, it will be suppressed from any reports and inquiries.

INDIVIDUAL STUDENT RECORD*

Line 1	11 OSIS # Child Name	15 + 14 + 1 (last, first, MI)	6 Date of Birth	1 Child's Dominant Language	1 Sex	1 Ethnic Background (masked)	0(1) Medicaid eligible (masked)	17 Student's Birth Place	9 Student's Social Security Number	1 Student's Citizenship	
Line 2	26 + 4 Residence Address (Street + Apt.)	10 Residence Address (Boro + Zip)	2 Residence District	7 Residence Phone	14 + 11 Name of Resident Adult (last, first)	10 Business Phone of Resident Adult	10 Emergency Phone of Resident Adult	14 + 11 Emergency Contact Name (last, first)	10 Emergency Contact Phone Number		
Line 3	14 + 11 Father's Name (last, first)	14 + 11 Mother's Name (last, first)	0(14 + 11) Guardian's name (last, first)	0(40) Address of Parent or Guardian (if different)	0(10) Resident Phone of Parent or Guardian (if different)	0(10) Business Phone of Parent or Guardian (if different)	1 Parent or Guardian's Dominant Language	1 Parent or Guardian's Need for an Interpreter			
Line 4	0(3) Current Service District and Borough	0(4 + 14) Current School (# or name)	0(2) Current Grade	0(4) Current Class #	0(14 + 11) Teacher Name (last, first)	0(5) Current DSE Placement Type, if any	0(6) Date Placed	0(1) Regional or Citywide	(0)1 Trans-portation		

Note: Seven fields above may be repeated if history is desired.

*Number in parentheses is potential number of characters in each field. Dotted lines indicated fields to be added when DataBank is merged. All elements enclosed in solid-line boxes have been added or revised since the June 30, 1980 report.

Line 5

0(3) IQ Verbal Score	0(3) IQ Performance Score	0(3) IQ Full Score	0(8) Test Date	0(2) Diagnosis Primary	0(6) Diagnosis Secondary	0(1) Medication	0(1) Ambulation	0(3) Achievement Test Reading Score	0(3) Achievement Test Arith. Score	0(8) Achievement Test Date

Note: The 11 fields above may be repeated if history is desired. Dotted lines indicated fields to be added when DataBank is merged.

Line 6

0(6) Date Informal Assessment (IA) Requested	0(6) Date of Parental Permission for IA	0(2) Evaluating District	0(2) Previous Evaluation District	0(6) Date IAC Completed	0(1) Recommendation of IAC	0(6) Parent Approval of IAC-Date Received

Note: Seven fields above may be repeated if history desired.

Line 7

0(6) Date of Referral for Formal Assess-ment (FA)	0(2) Source of Referral for FA	0(6) Date Parental Consent for FA Received	0(2 x #) Type of each Evaluation Completed	0(6 x #) Date each Evaluation needed was Completed	0(1) Asterisk if Outside Agency Did Evaluation	0(6) Date EP Conference Completed	0(8) Recommendation of EP Conference	0(6) Date of Parental Approval of EP Recc	0(6) Date COH Review Requested	0(6) Date of COH Review	0(4) Recommendation of COH Review

Note: Twelve fields above may be repeated if history desired.

INDIVIDUAL STUDENT RECORD (Con't)

Line 8	0(6) Child's Transmittal Date for Placement	0(6) Date Placement Offered	0(6) School of Placement Offer and District	0(4) Class Type of Placement Offer	0(4) Class Number of Placement Offer	0(2) Refusal, Acceptance, No Response, or Relinquish Code	0(6) Date of Parent Acceptance or Refusal	0(6) Date COH Review Requested	0(6) Impartial Request Date

Note: Nine fields above will be repeated for each offer made in conjunction with the last formal assessment.

Line 9	0(6) Bus Transportation Request Date	0(2) Type of Transportation Requested	0(6) First Date Attendance at Placement could Occur	0(6) Date first Attendance at Placement Occurred

Line 10	0(5) Type of Related or Support Service Needed	0(1) Service Provider	0(1 x #) Weeks of Service to be Provided	0(2 x #) Sessions of Service to be Provided per Week	0(2) # of Weeks this year when Related or Support Service Hours were pending	0(3) Cumulative Sessions of Related or Support Service Provided this Year

Note: Six fields above must be repeated for each type of related or support service needed.

Line 11	0(3) School Days from FA Compliance Start	0(3) School Days of Parent Caused Delay from FA Start	0(3) School Days from Placement Compliance Start	0(3) School Days of Parent Caused Delay from Placement Start

Line 12

0(4)	0(6)	0(2)
Next Activity Needed	Date to which Next Activity Delayed or Scheduled	Reason for Delay

Note: Three fields above may be repeated if history is desired.

Line 13

0(6)	0(6)
Date of Discontinuance of Pre-Service	Reason for Discontinuance of Pre-Service

Line 14

0(6)	0(2)
Date of Discharge	Reason for Discharge

OUTPUT

REPORTS AND DATA ELEMENTS

The status documents, which function as both input and output reports, have been detailed in a previous section. The remaining documents consist of six periodic management reports and additional trigger reports and special requests. Samples of these forms, as well as brief explanatory text, are contained in the back of this section.

LINKAGES BETWEEN REPORTS IN THE SYSTEM

The data elements and columns on the various forms provide links or triggers to other forms in the system. For example, if the next activity for a child is listed as a placement on the SBST Child Status Report, the child's name and other pertinent information will be triggered onto the Child Placement Status Report. The attached exhibit describes in detail the linkages between all reports in the system.

DAILY USAGE LOG

A daily usage log will be kept by terminal number and aggregated by district. This usage log will show:

- the number of inquiries made
- the number of changes and deletions
- the types of reports requested and the number of times requested
- an aggregate count of the number of individuals in a certain position (e.g., COH Placement Officer, SBST member) who used the system during the day.

A monthly usage report will be compiled from these daily usage logs and will be included as a part of the Division's Management Report.

INFORMATION LINKS BETWEEN REPORTS

INFORMATION LINKS BETWEEN REPORTS

Report Name	Column	Element	Report/Item Triggered To	Column(s) Triggered To	Information Given
SBST Child	Child Identification	OSIS #	Child Record		Provides demographic information contained in Student Data Base to Child Record
	Informal Assessment	Parent Permission Date	District Child Services Report	Informal Assessment (D) and (I/U) columns	Records an informal assessment as being requested and approved, and notes that the request has not been filled.
			SBST Scheduling Report	Informal Assessment	Shows child awaiting informal assessment.
		Assessment Date	District Child Services Report	I/U column	Will deduct 1 from the number in this column, as the request for informal assessment has been filled.
			SBST Services to School X	# Informal Assessments this period	Will add 1 to each of these columns as an informal assessment has been completed.
				# Informal Assessments this fiscal year to date	
			SBST Activity Report	# Informal Assessments: SBST	Will add 1 to each of these columns as an informal assessment has been completed.
				# Informal Assessments: Total	

Report Name	Column	Element	Report/Item Triggered To	Column(s) Triggered To	Information Given
SBST Child Status Report	Informal Assessment	Assessment Date	SBST Scheduling	Informal assessment and other evaluation on columns applicable to the child.	Remove child's name from these columns as the evaluations have been completed.
SBST Child Status Report	Informal Assessment and Next Activity	IAC Recommendation #1 and Parental Permission for IAC Recc (Code 0004)	Child Record		If it is recommended that the child remain in regular grade without services, the child will be removed from the SBST report after 1 week and remain in the active history file.
		IAC Recommendations #2 and #5 and Parent Permission for IAC Recc. (Next Activity code 0004) and code 0006	Child Placement Status		If service by an outside agency is recommended the child will be triggered to the Child Placement Status Report.
		Recommendation of IAC #3 and Parent Permission for IAC Recc. (Next Activity-code 0004)	Related or Support Services	Chid Name, L, OSIS #, Type, No. Weeks, Sessions per Week, Sessions Pending/Week	When parental permission has been given and support services are recommended, the child will be triggered onto the Related or Support Services form. The recommendation for type and sessions/weeks of service will also be listed. Sessions per week will also be shown in the pending column until assigned and scheduled.
	Informal Assessment and Formal Assessment	Recommendation of IAC #4 and Parent Consent for FA	SBST Child Status Report	Source of Referral	If child is recommended for Formal Assessment and parent consent is given, the source will automatically be noted in Source of Referral column.
SBST Child Status Report	Formal Assessment	Parent Consent Date	SBST Child Status	Compliance Column	The date of parental consent for FA is used to start the compliance clock for completion of formal assessment. The date, which is 30 school days after the parental consent date, will be placed in this column.

Report Name	Column	Element	Report/Item Triggered To	Column(s) Triggered To	Information Given
SBST Child Status Report	Formal Assessment	Parent Consent Date	District Child Services Report	Formal assessments (D) and (I/U) columns	Records formal assessment as being requested and notes that the request has not been filled.
				Projected Formal Assessments Needed	Would place the child in backlog
	Formal Assessment	Source of Recommendation for Formal Assessment	District Child Services Report	Formal Assessments	Formal assessments will be listed on this report by source of referral.
			SBST Activity Report	Formal Assessments	Formal assessments will be categorized on this report by source of referral.
		Assessment and Date	District Child Services Report	Formal Assessments Incomplete by Reason and Time Period	Will remove child's name from all categories of assessment completed as of report date.
			SBST Services to School X	Formal Assessments	Will list number of assessments done in the particular school the child is in.
	Formal Assessment and Next Activity Column	EPC Recommendation #1 and Next Activity code 0010 - Date of parent consent for EPC recommendations	Child Record		If it is recommended that the child remain in a regular grade without services, the child will be removed from the SBST report after 1 week and remain in the active history file.

Report Name	Column	Element	Report/Item Triggered To	Column(s) Triggered To	Information Given
SBST Child Status Report	Formal Assessment and Next Activity Column	EP Conference #2 and Next Activity code 0010 - Date of parent consent for EPC recommendations	Related or Support Services	Child Name, L, OSIS #, Type, No. of Weeks, Sessions per Week, Sessions Pending/Week	When support services are recommended in the EP Conference, and parental consent is given (next activity column) the next activity will be arrange support service (code 0005). This will trigger the child onto the Related or Support Services Form. The recommendation for type and sessions/week of service will also be listed. Sessions per week will be shown in the pending column until they are assigned and scheduled.
SBST Child Status Report	Formal Assessment and Next Activity Column	EPC Recommendations # 3, 4 and 7, and Next Activity code 0010 - Date of parent consent for EPC Recommendations	Child Placement Status Report		If service by an outside agency is recommended, or placement for resource room or related services are needed, the child will be triggered to the Child Placement Status Report.
		EPC Recommendations #1-4, 7, and Next Activity code 0010 - Date of parent consent for EPC recommendations	District Child Services Report	I/U Column Formal Assessment	If child is not recommended for COH review, will deduct 1 from this column as demand for formal assessment has been filled.
			SBST Activity Report	Formal Assessments	If child is not recommended for COH Review, will add 1 to the number of assessments completed.

Report Name	Column	Element	Report/Item Triggered To	Column(s) Triggered To	Information Given
SBST Child Status Report	Formal Assessment and Next Activity Column	EP Conference Recommendation and Next Activity code 0010 - Date of parent consent for EPC recommendations	District Child Services Report	Formal assessments and placements incomplete	Will remove child's name from the EP conference line.
			SBST Services to School X	EP Conference	Will add 1 to the number of conferences completed during this time period.
			SBST Scheduling Report	EP Conference	Will remove child's name (placed there by next activity column) from the list under this activity.
	Formal Assessment and Next Activity Column	COH Review Recommendation RA-RZ, Next Activity code 0015 - Obtain parent consent for COH Review Recommendations, and Next Activity code 0011 - Arrange related services.	Related or Support Services	Child Name, L, OSIS #, Type, Number of Weeks, Sessions/Weeks, Sessions Pending/Week	If related services are recommended by the COH Review and parental consent is given (next activity column), the child will be triggered onto the Child Placement Status form. Recommendations will be shown in the related and support services column.
			District Child Services Report	SBST Related Services (D) and (I/U) columns	If related services are recommended, the child will be included in (D) and (I/U) column until demand is filled.

Report Name	Column	Element	Report/Item Triggered To	Column(s) Triggered To	Information Given
SBST Child Status Report	Formal Assessment and Next Activity	COH Review Recommendations codes 01-91, and Next Activity codes 0011, 0012, 0016 or 0017. Also must check code 0015 and the date.	District Child Services Report	Placements (by type) (D) and (I/U)	If some sort of placement is recommended for the child, he/she will be added to the D and I/U columns until placed.
				Placements incomplete by reason	If some sort of placement is recommended for the child, he/she will be added to this portion of the report under "awaiting first offer."
			Child Placement Status	Child Identification, L, Sex, Res. Dist. #, Referral Date, Related or Support Services, Placement Type	If some sort of placement is recommended for the child, he/she will be triggered to the Child Placement Status Report. The date of parental approval for the COH recommendations (next activity) will be entered as the referral date. If related or support services are recommended for the child, they will be noted in the "Related or Support Service Column" of the Child Placement Status Report.
SBST Child Status Report	Next Activity	Code 0015 - Parent consent for COH Review Recommendations.	District Child Services Report	I/U column - Formal Assessment	Will deduct 1 from this column, as demand for formal assessment has been filled.
				Formal assessments and placements incomplete	Will remove child from COH Review column.

Report Name	Column	Element	Report/Item Triggered To	Column(s) Triggered To	Information Given
SBST Child Status Report	Next Activity	Code 0015 - Parent Consent for COH Review Recommendations	District Child Services Report	Projected formal assessments needed	Will remove the child from backlog.
			SBST Services to School X	COH Reviews	Will add 1 to the number of COH reviews completed.
			SBST Scheduling Report	COH Review	Will remove child's name (placed there by next activity column) from the list under this activity.
SBST Child Status	Formal Assessment	Compliance Date	SBST Child Status Report	Formal Assessment Compliance Date	If the compliance date will be passed in the next 2-week reporting period, a "+" will appear next to the date in this column. If the date has already been passed, a minus "-" will appear on the report.
			District Non-Compliance Report	Group, days out of compliance, clock start date, child name, OSIS #, SBST #	If the child is already out of compliance, he/she will be listed on this report. The clock start date will be provided by the SBST Child Status Report "Parent Consent for FA" column.
	Next Activity	Activity code 005	Related or Support Services Report	Child Name, L, OSIS #, Type, Number of Weeks, Sessions/Week, Sessions Pending/Week	Trigger child onto Related or Support Services form.
		Activity codes 00A8 - 00H8	District Child Services Report	Formal Assessments incomplete by reason	Will add child's name to all categories of assessment needing to be completed.

Report Name	Column	Element	Report/Item Triggered To	Column(s) Triggered To	Information Given
SBST Child Status Report	Next Activity	Activity codes 0010, 0015 and dates	Child Placement Status	Referral Date	These parental consent dates are used as the referral date for placements.
SBST Child Status Report	Next Activity	Activity code 0018 - re-evaluate	SBST Child Status	Assessment Type	This code plus the date the re-evaluation should occur will cause the child to appear again on the SBST Child Status Report in two weeks before the child is to be re-evaluated.
			SBST Scheduling Report and District Child Services Report	Triennials Needed Re-evaluation needed	Once the 0018 code and date are entered in the child's file, they will trigger the child onto this report 45 days prior to the re-evaluation.
		Legally sanctioned delay - code 0019	Child Record Line 9		Will calculate the number of days of parent caused delay in the formal assessment process.
		Next Activity codes 0019 and 0020	SBST Activity Report	Pre-completion Removal Formal Assessment	These delay codes detail reasons why removal might take place. Child will be aggregated into this report under the appropriate reason signified by the code.
Child Placement Status Report	Referral Date		Child Placement Status Report	Time Group	The referral date starts the clock for the placement process. This date will be used to categorize children into time groups: >30 days; $\geq 15 \leq 30$; < 15 days.

Report Name	Column	Element	Report/Item Triggered To	Column(s) Triggered To	Information Given
Child Placement Status Report	Referral Date		District Non-Compliance Report	All applicable columns	If the child exceeds the 30+ days from the end of the Formal Assessment process, (s)he will be triggered to the Non-Compliance Report.
	Placement Offer and Next Activity Column	Offer Date, School Class Type, Class #, and Next Activity code 006.	District Child Services Report	Placements Incomplete by Reason	Child (in aggregate) will be removed from awaiting first offer to awaiting parental response.
			SBST Activity Report	Placement Offers	Will add 1 to the aggregate number of offers made by type.
			Class Seat Availability	Number of children with pending placements (by school, class, type, and #)	Will add 1 to the number of children with pending placements in that particular class type, school, and class #.
	Next Activity Column	Parent Response Code 014 - accept	New Child Assignments	All columns except actual attendance date	Upon placement acceptance, child will be triggered to appear on both sending and receiving copies of this form.
		Code 016 Arrange Transportation	District Child Services	Awaiting Bus Transportation	Will remove child (in aggregate) from awaiting parental approval column to awaiting bus transportation.

Report Name	Column	Element	Report/Item Triggered To	Column(s) Triggered To	Information Given
Child Placement Status Report	Next Activity	Parent Response (Refusal, No Response, Withdrawal)	District Child Service Report	Awaiting Second or Later Offer	Move child (in aggregate) from awaiting parental acceptance to the column corresponding to the parent's response.
		Parent Response - Refusal or Withdrawal	SBST Activity Report	Offers refused	If parent response is refusal, add 1 to the number of offers refused.
				Pre-completion removal	Add 1 under the appropriate withdrawal (010A-E) column.
			Class Seat Availability Report	# of Children with pending placements	Remove child from this column, as seat is to be relinquished.
	Next Activity and Related or Support Services Column	Asterisk in Related or Support Services column and Next Activity - code 017 - Notify related service provider.	Related or Support Services Report	Child Name, L, OSIS #, Type, # Weeks, Sessions/Week, Sessions Pending/ Week	If placement is accepted and services are required, the child will be triggered onto the appropriate SBST's Related or Support Services Report.
New Child Assignments Report	Actual First Attendance Date		Child Placement Status Report	Attend Column	When the receiving school confirms the child's attendance, an asterisk will appear in this column.
			District Child Services Report	Awaiting attendance acknowledgements	Once attendance is confirmed, child be removed (in aggregate) from this column.
			Class Seat Availability Report	# of Children confirmed in class	Will move child from pending placement column to confirmed column as soon as attendance is confirmed.

Report Name	Column	Element	Report/Item Triggered To	Column(s) Triggered To	Information Given
Related or Support Service	Name, OSIS #, and Sessions Spent This Week		SBST Services to School X	Related or Support Services: Sessions + Number	As service is given, the number of children serviced and sessions spent will be noted on this report.
			SBST Activity Report	SBST Related or Support Services - #, Avg. #s	As service is provided, the number of children serviced, and average sessions spent will be noted on this report.
	Number of Weeks, Sessions Spent This Week, Report Date		Related or Support Services Report	Final Week	If service is scheduled to terminate during the two weeks covered by the report (based on the number of weeks column), an asterisk will appear in the final week column. This will be calculated by noting the date of the report in which the Sessions Spent This Week column is positive for the first time. A calculation will then be made using the Number of Weeks column to determine the date of the Final Week of Service.

Report Name	Column	Element	Report/Item Triggered To	Column(s) Triggered To	Information Given
Related or Support Service	Sessions Spent This Week		District Child Services Report	SBST Related or Support Services I/U	If the time spent is equal or greater to that in the I/U column, the service time will be taken out of the I/U column.
	Sessions Pending/Week		District Child Services Report	SBST Related or Support Services D + I/U	Whenever service is pending, it will be noted under both D and I/U column of this report.

PERIODIC MANAGEMENT REPORTS AND TRIGGER REPORTS

DISTRICT NONCOMPLIANCE REPORT

User: District Manager/COH Chairperson

Document Type: Output

Frequency: Biweekly

Purpose: This biweekly report alerts the COH Chairperson to all children out of compliance for either formal assessment or placement. This report keeps the Chairperson informed so action can be taken as children fall out of compliance. It is generated from the same data elements used to create the SBST Child Status Report and Child Placement Status weekly updates.

Format: This single page report is child specific and provides enough data on each child listed for the Chairperson to know the child's current school and program, what SBST (or COH) is responsible, and what activity or activities are needed next to move the child toward completion of formal assessment or placement.

Order: Children will be listed in two major groups, placement and formal assessment, in order of the number of school days out of compliance, i.e., the number of days beyond the 30 allowable from either the date of parent consent for FA or the date of completion of formal assessment (referral date for placement) less any days for which the compliance clock was set back due to parent-caused delay. Within the two major groups, children would be listed in descending order of the number of days out of compliance.

Data Elements: Refer to the draft report. Descriptions are provided below for those data elements that require further clarification.

GROUP - Formal assessment listed first, then all placement children.

Clock Start Date - The date of parent consent for formal assessment or formal assessment completion for placement (i.e., EP Referral date).

Program Placement - This column will be blank for children out of compliance because of formal assessment. For placement group children, it will be the two-character code from the Child Placement Status Report.

Next Activity - This is the four-character code used on either the SBST Child Status Report or the Child Placement Status Report. The most detailed level of Next Activity designation will be used. If there is more than one next activity is needed, additional activities can be listed vertically. This will usually happen where more than one evaluation is still needed to complete a formal assessment.

DISTRICT NONCOMPLIANCE REPORT

District # _____ Period Ending _____

Group	Days Out of Compliance	Clock Start Date	Child Name Last	First	MI	OSIS #	Current School	SBST #	Program Placement	Next Activity
12	3	8		30		11	5	3	2	4

DISTRICT CHILD SERVICES REPORT

Users: COH Chairperson/District Manager, Regional Coordinator, Director of SBSTs

Document Type: Output

Frequency: Biweekly

Purpose: This report will be provided to the COH Chairperson on a biweekly basis for two reasons: first, to display the current demand and incomplete or unfulfilled need for SBST services by type of service by school within SBST area in the district. The second is to project the demand for the three known recurring categories of formal assessment; triennials, re-evaluation requests, and re-applications. The same report would be provided on a biweekly basis to the Regional Coordinator (RC), but only to an SBST level of detail within district, and to the Director of SBSTs, but only to the district level of detail. It will allow the supervisory levels to keep track of the trend of child services demanded by type and of the backlog of services needed as of the last biweekly period. This information will allow managers to shift resources before either noncompliance or nonfulfillment problems arise, because it also displays the reasons for incompletion.

Format: The report will contain child-aggregate demand information on each service type provided by SBSTs, COHs, and the COH Placement Officer. A two-copy set of the summaries by SBST area within district will be run to provide the RC and the Chairperson each with one copy. This overall District Child Services Report by SBST area actually consists of three subcomponents: (1) the new demand for each service type within the last biweekly period and the remaining backlog of unfulfilled or incomplete services by type at the end of the last biweekly period, (2) the number of incomplete formal assessments and placements by reason for incompleteness and by time group from the check start date, and (3) a 45-calendar-day projection of known formal assessments needed or to be needed. In addition to the overall district summary, the Chairperson will also receive the same report for each SBST by school within SBST area. The

Director of SBSTs will receive a report laid out exactly the same as the overall district summary reports but for districts within regions. Each report will contain all the districts in each of the five regions. Staten Island constitutes the only exception because the district is synonymous with the region.

Order: See sample form.

Data Elements: Refer to the sample form.

(1) Overall District Summary by SBST area - The report contains the new demand (D) for services by type in the last biweekly period plus the incomplete or unfulfilled demand (I/U) for those services. Demand is always recorded as number of children. In the Formal Assessment category, the following data summations from the SBST Child Status Report will be used:

- o New in-school sourced formal assessments denote school-sourced (S) formal assessments.
- o New outside sourced formal assessments will be those obtained from: parents (P); doctors (D); non-public schools (N); hospitals (H); agencies (A); coursts (U); and child find (CF).

(2) Formal Assessments and Placements Incomplete by Reason and Time Period - The number of children recorded depends on the next activity code from the SBST Child Status Report or the Child Placement Status Report. A child may therefore be counted in more than one category of incompleteness if more than one next activity code has been indicated, e.g., several evaluations are needed at the same time. The two time periods are school days from clock start date less any recorded parent-caused delays.

The following groupings of codes from the Child Placement Status Report will be used to sum placements in this report:

- Awaiting first offer - codes 001-004.
- Awaiting parental response - code 005.
- No response - implement outreach - codes 006, 007, 008, 011, 012.
- Withdrawal - code 009.
- Non acceptance - awaiting resolution - code 010.
- Acceptance - awaiting start date - codes 013, 014, 015, 016.
- Awaiting attendance confirmation - codes 017, 025.
- Awaiting NPSA placement - codes 020-024.
- Delay - legally sanctioned - code 027.
- Delay - hold for administrative reasons - code 028.

(3) Projected Formal Assessment Need by School within SBST Area - This report will show the existing backlog of incomplete formal assessments plus all new triennials, re-evaluations, or re-applications that will be added and must be completed within the next 45 calendar days. It does not include a projection of new referrals, but it can be assumed that the existing backlog of new in-school or outside referrals will rise or fall as seen by the trend of the new referrals shown on the Overall District Summary.

DISTRICT CHILD SERVICES REPORT
OVERALL DISTRICT SUMMARY BY SBST AREA

District # _____ District Manager Location _____ Two-Week Period Ending _____

Service Type	SBST # D	SBST # I/O	SBST # Total	COH D	COH I/O	COH Total	TOTAL D	TOTAL I/O	TOTAL Total
SBST Related or Support Services									
Total									
Informal Assessments									
Formal Assessments (by source)									
New in-school									
New outside									
Parent									
Doctor									
Non-Public School									
Hospital									
Agency									
Court									
Child Find									
Other									
Subtotal									
Triennials									
Re-evaluations									
Reapplications									
Continuum reclassifications									
Other (to be specified)									
Total									
Placements									
(by type within group)									
Subtotal									
Subtotal									
Total									

DISTRICT CHILD SERVICES REPORT (Continued)
FORMAL ASSESSMENTS AND PLACEMENTS INCOMPLETE
BY REASON AND TIME PERIOD

	SBST #		COH		TOTAL	
	≤30	>30	≤30	>30	≤30	>30
Formal Assessments						
Social History Evaluation						
Psychological Evaluation						
Educational Evaluation						
Speech/Language Evaluation						
Neurological Evaluation						
Vision/Hearing						
Medical						
Other (to be specified)						
EP Conference						
COH Review						
In Delay - Legally Sanctioned (0019)						
In Delay - Hold for Administrative Reason (0020)						
Total						
Placements						
Awaiting First Offer						
Awaiting Parental Response						
Acceptance - Awaiting Start Date						
No Response - Implementing Outreach						
Withdrawal/Non Acceptance - Awaiting Resolution						
Awaiting NPSA Placement						
Awaiting Attendance Confirmation						
Delay - Legally Sanctioned						
Delay - Administrative Reasons						
Total						

DISTRICT CHILD SERVICES REPORT (Continued)
PROJECTED FORMAL ASSESSMENT NEED
BY SCHOOL WITHIN SBST AREA

Formal Assessments to be Completed within next 45 days for period ending _____

	Existing Backlog	New Triennials	New Re-evaluations	New Reapplications	New Continuum Reclassifications	Total
School #						
SBST # subtotal						
School #						
SBST # subtotal						
District Total						

SBST SERVICES TO (SCHOOL X)

User: Schools served by an SBST

Document Type: Output

Frequency: Monthly - within one week following the end of each four-week period

Purpose: This quadri-weekly report is generated from the data provided by SBST members on their individual SBST Related or Support Services and SBST Child Status forms. The purpose of this report is simply to inform the school administrators how much time is being spent by the SBST members in total within each activity category for the school. As of this writing, tabulation of sessions will only be available for related and support service activities. Other categories will note only the number of cases.

Format: A single-page, computer-generated report provided to each school served by an SBST.

Order: As shown on draft form.

Data Elements: Refer to the draft. Comments are provided below on those entries that require some clarification.

> Support or Related Services - Categories will be the same as for the Related or Support Services input form. Categories for which there are no sessions accumulated will not be printed.

SBST SERVICES TO (SCHOOL X)

Four-week period ending _____

District _____

SBST# _____

	This Period		Fiscal Year to Date	
	Number of Cases	Number of Sessions	Number of Cases	Number of Sessions
Support Services:				
Counseling Services				
Guidance Services				
Educational Services				
Other				
Related Services:				
Audiological Services				
Augmentative Communication				
SBST Counseling Services				
Guidance Services				
Medical Services				
Occupational Therapy				
Parent Counseling/Training				
Physical Therapy				
Speech/Language Therapy				
Visual Services				
Travel Training				
Other				
Subtotal				
Informal Assessments				
Formal Assessments				
EP Conferences				
COH Reviews				
TOTAL				

SBST ACTIVITY REPORT

Users: District Manager/COH Chairperson, Regional Coordinator, Director of SBSTs

Document Type: Output

Frequency: Monthly - within one week of each quadri-weekly period

Purpose: This report provides the District Manager (DM) or COH Chairperson with information on the number of children for whom specific activities have been completed in the last four weeks by type of activity, and on the average number of sessions spent relative to the number of completed activities by type. These latter types of frequency-related calculations will only be available for related and support service activities. The report also contains a case control section that shows how many children were removed from the formal assessment and placement processes by standard reason for removal prior to completion of the process. Finally, it contains an analysis of placement offers made vs. refused by type of program placement within time group. The information is presented in summary by SBST for the DM/COH Chairperson and the Regional Coordinator (RC) and, on separate pages, by school within SBST for the DM/COH Chairperson. This report will assist the DM/COH Chairperson and RC in isolating productivity problems for action.

Format: There will be a two-copy district summary of all parts of this report for information by SBST area. One copy is to go to the DM/COH Chairperson and the other to the RC. The same information will be repeated on a single copy report for schools within each SBST for use only by the DM/COH Chairperson. Finally, the Director of SBSTs will receive a version of the reports that arrays districts within regions with the exception of D.31 (Staten Island) where the district and region are synonymous.

Order: Refer to sample report.

Data Elements: The SBST Activity Report has three components. The DM/COH Chairperson will also receive separate reports that show the schools within each SBST area.

(1) For each SBST within the district, the Overall District Summary by SBST area will show the number of all completed activities, and the total number of sessions spent by all SBST members in related and support services divided by the number of completed activities, all by type of activity as shown.

(2) The Pre-Completion Removal portion will show the number of cases removed by standard reason for removal. This information will be obtained from the next activity needed fields of the SBST Child Status Report and the Child Placement Status Report according to the codes indicating standard reasons for pre-completion case removal.

(3) The Placement Offers section will show the number of offers made vs. refused by type of program placement within time group.

SBST ACTIVITY REPORT

OVERALL DISTRICT SUMMARY BY SBST AREA

District # _____ District Manager Location _____ Four-week period ending _____

Service Type	SBST #		COH		Total	
	#	Avg. Sessions	#	Avg. Sessions	#	Avg. Sessions
SBST Related or Support Services						
Related Services						
Audiological Services						
Augmentative Communication						
SBST Counseling Services						
Guidance Services						
Medical Services						
Occupational Therapy						
Parent Counseling/Training						
Physical Therapy						
Speech/Language Therapy						
Visual Services						
Travel Training						
Other						
Support Services						
Counseling Services						
Guidance Services						
Educational Services						
Other						

SBST ACTIVITY REPORT (continued)

Service Type	SBST # /	COH /	Total /
Informal Assessments			
Formal Assessments (by source)			
New In-School			
New Outside Referrals			
Parent			
Doctor			
Non-Public School			
Hospital			
Agency			
Court			
Child Find			
Other			
Subtotal			
Triennials			
Re-evaluations			
Re-applications			
Continuum Reclassifications			
TOTAL			

SBST ACTIVITY REPORT

CASE CONTROL INFORMATION

Pre-completion Removal	SBST # Number of Cases	COH Number of Cases	Total Number of Cases
Formal Assessment			
Delay - Legally Sanctioned			
Delay - Hold for Administrative Reasons			
Total			
Placements			
Delay - Legally Sanctioned			
Delay - Hold for Administrative Reasons			
Total			

Placement Offers (by Type within Group)	Made	Refused	Made	Refused	Made	Refused
Subtotal						
Subtotal						
Total						

SBST SCHEDULING REPORT

Users: SBST/COH/CBST Members

Document Type: Output

Frequency: Biweekly

Purpose: This report simply reorders the children needing assessment, conferencing, and review activity in the next week. The SBST Child Status Report provides a full record on active children listed alphabetically within school. This report would list only the name and OSIS # of all children within next activity needed category by school. In other words, all children needing informal assessments completed (as of the end of last week) would be grouped together to assist the SBST members in determining the magnitude of those needs. Triennials and re-evaluations to be completed would appear as separate categories on this list in the week before they would be 45 calendar days from needed completion date. In the following week, they will also begin to appear on the SBST Child Status Report as needing formal assessment.

Format: One four-part carbon (not preprinted) report will be provided to each school. The first three parts are tear-offs for SBST members. The last is for retention at the school (or COH or CBST).

Order: Children will be listed in order by date of referral or request for informal assessment (whichever is applicable). All children for whom an informal or formal assessment has been requested but not completed will be listed regardless of whether parental approval has been received, but children awaiting parental approval should be indicated with an asterisk (*). The category or categories in which a child will appear on this form will be determined by the next activity category designations on the SBST Child Status Report.

Data Elements: Refer to the draft form. Children can appear in more than one category on the same report. Children will be listed under Triennials Needed and Re-evaluation Needed up to 45 days from the date the assessment is needed.

Once the assessment is underway, the child's name will move from the aforementioned columns to the Informal Assessment or Formal Assessment columns.

SBST SCHEDULING REPORT

District # _____ School Name or # _____ SBST # _____ Date: _____

Informal Assessment

(Last name, first name, MI, OSIS #)

Formal Assessment

Social History Evaluation

Psychological Evaluation

Educational Evaluation

Speech/Language Evaluation

Neurological Evaluation

Vision/Hearing Evaluation

Medical Evaluation

Other (to be specified)

EP Conference

COH Review

Triennials Needed (45 calendar days from date needed)
(Last name, first name, MI, OSIS #)

Re-evaluations Needed (45 calendar days from date needed)

CLASS SEAT AVAILABILITY

User: COH Placement Officer

Document Type: Output

Frequency: At least weekly if the COH Placement Officer is located close by the District's Data Center. If not, the report will be received biweekly.

Purpose: This report is basically an inventory aid for the District Placement Officer to keep track of the number of children assigned to special education classes in the district. The report includes placement offers made but pending parental approval, transportation, or the actual confirmation of attendance in class. This information will be based on the COH Placement Officer's entries on the Child Placement Status Report and on the Basic Student Service File of DSE. It will be updated weekly to include any movement among classes or schools by children already in service. Refused placement offers will reduce the pending placements for the class involved.

Format: This single page computer-generated (not preprinted) report will list the number of children in all special education classes in that district by school and by class within class type. It may be useful to provide each Placement Officer also with the reports for each district contiguous to the one for which (s)he is responsible. The report could be run vertically, because there are many potential rows (one for each class within class type within school) and few columns.

Order: Classes would be listed alphabetically by type with all classes of that type listed in ascending order of the school number before proceeding to the next class type. If there is more than one class of one type in one school, the classes would be listed in ascending order of class number.

Data Elements: Refer to the draft form. Class type is the two-character designation used on the Child Placement Status Report.

CLASS SEAT AVAILABILITY

District # _____

CPO Location _____

For week ending _____

Class Type	Class #	School Number	# of Children Confirmed in Class	# of Children with Pending Placements	# of Children Awaiting Transportation	Total Potential in Class
2	4	5	3	3	3	3

INTAKE SHEET

User: School to which child is assigned regardless of the point of departure from the preservice process

Document Type: Output

Frequency: New sheet printed out each time a child goes through the preservice process.

Purpose: This sheet will be used as a front sheet for the child's folder kept at the school in which primary service is provided. It will contain summary historical and active information on the child currently retained in the DSE active student file, such as demographic data and current placement information. It will be used by SBST members, teachers, and school administrators as a quick reference device to minimize the amount of time necessary to go through all the individual documents in a child's folder.

Format: Each sheet would be for an individual child and would display the information in a horizontal format similar to the Child Placement Status Report and the SBST Child Status Report. Column headings will identify all descriptive, demographic information retained on children in the DSE student file.

Order: Not relevant.

Data Elements: All those contained in the DSE student file.

CHILD HISTORY INQUIRIES

User: District Manager or COH Chairperson (on behalf of SBST members)

Document Type: Output

Frequency: As needed

Purpose: This report is merely a print-out of whatever historical information on a child exists in the DSE student file for students who were at anytime seen or served by DSE personnel. It would allow SBST members in the district to call in a child's name and OSIS # (or date of birth) to the district office. The district office would enter all these inquiries throughout the day to be run as a batch at night from all districts. This report would be the printed response that would come in overnight, allowing the SBST member to call in the next day (or stop by, whichever is more convenient) to learn what, if any, historical information the file contained. District with access to the child's records would be able to obtain a full report. SBST members in other districts will only get back the limited information noted earlier in this document on whether (s)he has ever been known to the system.

Format: This print-out would be simply a single computer-generated page with the child's record displayed horizontally using the next activity needed standard codes to define the particular date or other data. A child who had no records on file would be indicated as such on the form.

Order: The children's records would be displayed simply in the order in which they were requested. No further sorting would be necessary.

Data Elements: Whatever is available on the file.

INPUT/OUTPUT PROCEDURES

PICKUP AND DELIVERY PROCEDURES

Data Input

Data input by all schools will occur on the same day of the work week. Such non-staggered data input will allow data to be fully consistent across the system on a particular day. This will contribute to more effective central reporting. Data will be submitted once a week on a set day, such as every Thursday or Friday. If the assigned day happens to fall on a holiday, the schools will input their data on the next consecutive work day. Field members will input data weekly, using a two-week tear off sheet. This would allow field members to maintain worksheets containing the updated information that they had submitted to the data center during the previous week. Hard copy updates of status documents will be sent out to the field every week, in most cases. This procedure will relieve some logistical pressures on report delivery, allowing one week's time for data input and report generation. The keeping of a school master in each school will be resolved by individual teams in consultation with the COH chairperson and the school building administrator. Administrators in schools where SBST members update only individual copies of the SBST Child Status Report will receive biweekly updates of the data.

Pickup and Delivery Methods

The Chief Administrator for Finance and Management has arranged with the Department of Transportation to pick up and deliver documents in each district. The Department of Transportation has assured him that pickup and delivery can be accomplished in one day for all locations in the city.

The Director of Finance and Administration has estimated that this method of pickup and delivery will cost $80,000 per year in 1981 dollars.

Inclusion of Non-Public Schools

For purposes of data collection, parochial schools will be attached to specific public schools for pickup and delivery. All information will be sent through the District COH.

INPUT/OUTPUT REQUIREMENTS

Input

We estimate the number of characters to be input per district per week (Monday through Friday) to be approximately 17,700. The following exhibit summarizes the input characters by input document. The estimates were obtained by counting the number of characters in each document and analyzing which inputs would be applicable to only new children versus those pupils already listed on the report. While the precise number of characters input each week will vary, the order of magnitude should not change significantly.

SUMMARY OF WEEKLY INPUT CHARACTERS PER DISTRICT

Report	Input Frequency	# of Forms	# Forms/ District	Approximate # of Characters City-wide	Approximate # Characters per week per District
Create Record	As Needed	50	2	272,000	8,500
SBST Child Status	Weekly	2,588	81	120,000	3,700
Child Placement Status	Weekly	33	1	19,000	600
New Assignments	Weekly	192	6	8,000	250
Related or Support Services	Weekly	2,460	77	149,000	4,650
TOTAL		5,323	167	568,000	17,700

Estimates of the number of children active in the system per year and numbers of new children in the system (provided by DSE) were then used to calculate the number of characters to be input per form. An estimate of 74,000 evaluations per year (35,000 initial evaluations, 12,000 re-evaluations and 27,000 triennials) was used as a basis for the SBST and Create Record figures.

Data pickup will take place each Friday for all schools with data entry occurring Friday through Wednesday. Report printing will occur on Thursdays. CRT operators will have one week to enter, edit, and provide hard copies of the data. Because data will be collected on Friday morning, the period from 12 p.m. to 4 p.m. Friday, and Monday through Wednesday will likely be the peak input periods. During these peak periods, approximately 18,000 characters in total will be entered. There will be editing capabilities at the terminals, so all information will be immediately edited at time of entry. Data will then be batched for processing overnight with all processing completed by 7 a.m. each day. Every day when records are updated, error reports will go back to each station. These reports will be designed by the programmers during the next phase of implementation.

Elapsed time required to enter the data will vary according to the personnel and the number of disruptions. Total time required per district to enter the data should range between 16 and 18 hours.

Output

Each district will print approximately 42,500 lines weekly. This printing will take place the Thursday prior to distribution. Printing is estimated to take approximately four hours per district. The following exhibit summarizes the weekly output lines per district for each report. We anticipated that special requests for data aggregations will be evenly spaced throughout each week and will be at a very low level during the first year of implementation.

SUMMARY OF WEEKLY OUTPUT
LINES PER DISTRICT

Document	Approx. # of Report Sets	Lines per Report	Lines per District	(Min.) Est. Time To Print
SBST Child Status	77	375	28,875	160.4
Child Placement Status	1	190	190	1
Related or Support Services	75	43	3,225	17.9
New Child Assignments	30	60	3,000	16.7
District Non-Compliance	1	750	750	4.2
District Child Services	3	50	150	.8
SBST Services to (School X)	25	50	1,250	6.9
SBST Activity Report	3	50	150	.8
Scheduling Report	25	160	3,950	21.9
Class Seat Availability	1	700	700	3.9
Intake Sheets	5	30	150	.8
Child History Inquiry	5	30	150	.8
TOTAL	221		42,540	236.1 or 4 hours

SECURITY AND CONFIDENTIALITY

Ensuring the security and confidentiality of the data contained in the CAP system is a key aspect of the overall system design. We have built into the system a number of procedures developed specifically to help protect the information.

Control of Automated File

In situations where a child's districts of residence, service, and evaluation coincide, responsibility and control of the child's record rests with the home COH. As discussed below in greater detail, the COH is responsible for enforcing log-in procedures, for maintaining the appropriate manual back-up, and for overseeing the accuracy and timely input of all data. No other district can make any changes, additions, deletions, or updates to the child's file.

When a child's districts of residence, service, and evaluation differ, each of the districts can access the child's record for viewing purposes. However, the system restricts the ability of the evaluating and service districts to write in the record. The evaluating district can update data that define the current status of the child in the evaluation process. The service district will have no writing capability initially although the staff will be able to access the data. The second and subsequent phases of the system design and implementation, which will expand the system to include more data relating to service, will define any areas in which the service district should have writing capabilities.

Control of a child's record remains with the home COH until the COH relinquishes it to another district. When a COH electronically moves a record to another district, the first district gives up its ability to make any changes, additions, deletions, or updates to the record. Transference of a record to another district does <u>not</u> occur automatically.

General Access

Because of the high transiency rate among the student population in the New York City public schools, the system will allow any qualified user to enter a child's name and OSIS number or date of birth and determine if the child has previously been known to the system. CAP will respond to this type of inquiry by indicating the most recent district in which a child has been evaluated or served, the home district, and the dates of the last activities.

This process will permit districts to learn quickly if a newly referred child already has a pertinent record. If a district desires more complete information, the district will telephone the most recent home district either with specific questions or with a request that the previous district transfer the record.

Limited Access

Within a child's district of residence, the ability of staff to affect the data in the record varies according to position. For each type of data, five possible levels of access exist:

(1) inquiry only—the person can view the existing data but cannot alter it

(2) input—the person can enter new data

(3) update—the user can update data by erasing a previous entry and replacing it with a more recent version. Corrections to data in the system for less than six weeks also fall into this category.

(4) change—the person can alter data which has been in the system for six weeks or longer.

(5) delete--this activity expunges information.

The accompanying access matrix specifies permissible actions for each position and type of data. We recommend that the computer program incorporate this

table and check the validity of each Matrix attempted action prior to its completion. This approach will enable DSE to modify permissible access patterns city-wide as circumstances dictate.

CAP will routinely accept changes to data for six weeks only. The system will time stamp each entry and check all changes against the date. Changes to input more than six weeks after the most recent entry will not be processed without a code indicating the approval of the Regional Manager. No one else, including central staff, will be allowed to make these changes to input data. The COH office will keep the paper with the approval signature on file.

Stopping the clock during the evaluation and placement processes will also involve especially tight constraints. Only the COH Chairperson will be able to stop the clock. The Chairperson must enter a code noting the reason why the delay will occur. These codes appear on the SBST Child Status Report and on the Child Placement Report.

Deletion

Deletion of data will occur only as a result of a successful legal challenge. The automated file will maintain a note of any deletion. The note will indicate: (1) that a deletion occurred and (2) the type of data deleted (e.g., COH recommendation). If the deletion request involves only identifying information, the CAP system will maintain the remaining data for statistical purposes.

ACCESS MATRIX

	Child Record	Line 1	CSIS # *	Child Name	Date of Birth	Child's Dominant Language	Sex	Ethnic Background	Medicaid Eligible	Line 2	Residence Address	Residence District	Residence Phone	Name of Resident Adult	Business Phone of Resident Adult	Emergency Phone of Resident Adult	Line 3	Father's Name	Mother's Name	Guardian's Name	Address of Parent or Guardian	Business Phone of Parent or Guardian	Parent or Guardian's Dominant Language	Parent/Guardian's Need for Interpreter	Line 4	Current School District & Borough	Current School Name/Number	Current Grade	Current Class	Teacher Name	Current ESS Persons	Date Placed	Regional or Citywide	Transportation
All SSST Members			A B C					B C	B C		A B C							A B C								A B C							
CSH Chairpersons/District Managers			A B C								A B C							A B C								A B C							
CSH Placement Officers			A								A B C							A								A					A B C		
Special Education Supervisors			A								A							A								A					A		
Regional Coordinators			A D					D	D		A D							A D								A D					A D		
Regional Placement Officers			A					A			A							A								A					A B C		
CSST Office			A								A							A								A					A B C		
Program Managers			A																							A					A		
Hearing Officers			A								A							A								A					A		
Executive Officers			A E								A E							A E								A E					A E		

MARKED FROM

PRINT OUT THEREAFTER

	Line 6	Date IA Requested	Date Parent Permission for IA	Evaluating District	Date IAC Completed	Recommendation of IAC	Date Parent Approved of IAC Rec.	Line 6	Referral Date for FA	Source of FA Referral	Date Parental Consent for FA	Type of Each Evaluation	Date Each Evaluation Completed	Outside Agency Evaluation	Date of EPC	EPC Recommendation	Date Parent Approved of EPC Rec.	Date COH Review Requested	Date of COH Review	Recommendation of COH Review	Line 7	Transmittal Date for Placement	Date Placement Offered	School & District of Placement Offer	Class Type of Placement Offer	Class Number of Placement Offer	Response to Offer	Date of Parent Acceptance or Refusal	Date COH Review Requested	Impartial Hearing Date	Line 8	Transmission Record Date	Type of Transmission Requested	First Date Attendance Could Occur	Date of Actual Attendance
All SBST Members		A B C	A B C	A B C	A B C	A B C	A B C		A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C		A	A	A	A	A						A	A	A	A
COH Chairpersons/District Managers		A	A	A B C	A	A	A		A B C	A B C	A B C	A B C	A B C	A B C	A	A	A	A B C	A B C	A B C		A	A	A	A	A	A	A	A	A		A	A	A	A
COH Placement Officers		A	A	A	A	A	A		A	A	A	A	A	A	A	A	A	A	A	A		A B C	A B C	A B C	A B C	A B C	A B C	A B C	A	A		A B C	A B C	A B C	A B C
Special Education Supervisors											A				A	A	A	A	A	A		A	A	A	A	A	A	A	A	A		A	A	A	A
Regional Coordinators		A D	A D	A D	A D	A D	A D		A D	A D	A D	A D	A D	A D	A D	A D	A D	A D	A D	A D		D	D	D	D	D	D	D	D	A D	A D		D	D	D	D
Regional Placement Officers											A					A	A	A	A	A		A B C	A B C	A B C	A B C	A B C	A B C	A B C				A B C	A B C	A B C	A B C
CBST Office											A								A	A		A B C	A B C	A B C	A B C	A B C	A B C	A B C	A	A		A B C	A B C	A B C	A B C
Program Managers									A	A	A	A	A	A	A	A	A	A	A	A		A	A	A	A	A	A	A	A	A		A	A	A	A
Hearing Officers		A	A	A	A	A	A		A	A	A	A	A	A	A	A	A	A	A	A		A	A	A	A	A	A	A	A	A B C		A	A	A	A
Executive Officers		A E	A E	A E	A E	A E	A E		A E	A E	A E	A E	A E	A E	A E	A E	A E	A E	A E	A E		A E	A E	A E	A E	A E	A E	A E	A E	A E		A E	A E	A E	A E

	Line 9						Line 10					Line 11			Line 12		Line 13	
	Type Related/ Support Service	Service Provider	Hours of Service	Hours of Service	# Weeks Service Needed	Completion Hours Provided	Days from F/A Completion	Days of Delay from F/A Start	Days from Placement Completion Start	Days of Delay from Placement Start	Next Activity	Days Next Activity Scheduled	Days for Delay	Date of Pre-Service Determination	Reason for Determination	Date of Discharge	Reason for Discharge
All SBST Members	A B C	A B C	A B C	A B C	A B C	A B C	A	A	A	A	A B C	A B C	A B C	A B C	A B C	A B C	A B C
COH/District Managers	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
COH Chairpersons/District Managers	A	A	A	A	A	A	A	A	A	A	A B C	A B C	A B C	A	A	A	A
Special Education Supervisors	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
Regional Coordinators	A D	A D	A D	A D	A D	A D	A D	A D	A D	A D	A D	A D	A D	A D	A D	A D	A D
Regional Placement Officers	A	A	A	A	A	A	A	A	A	A	A B C	A B C	A B C	A	A	A	A
CBST Office	A	A	A	A	A	A	A	A	A	A	A B C	A B C	A B C	A	A	A	A
Program Managers	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
Hearing Officers	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
Executive Officers	A E	A E	A E	A E	A E	A E	A E	A E	A E	A E	A E	A E	A E	A E	A E	A E	A E

A = Inquiry

B = Input New Data

C = Update (change existing/ update next activity)

D = Change Information after 6 weeks

E = Delete

Security Codes

In order to permit the variable access and types of activity discussed above, all system users will require security codes. Data entry personnel will input their own codes plus the code of the data provider supplying or requesting information. Codes will indicate the individual's position and district as well as including a unique "signature."

Suppressed Data

Information that identifies a child's ethnic background status initially will be unavailable except to Regional Placement Officers for purposes of high school placement and at aggregate levels. DSE managers believe that the data may be necessary for reporting and funding purposes later. Manual files will remain in secured cabinets for the period during which they are kept.

Physical Security of Computer Terminals

Each district will house its terminal in a room where both windows and doors can be locked. In most districts, terminals will reside in the COH office. The office should be in use throughout the day by a constant and limited staff. Any variation in location requires the approval of the User Manager.

One person in each district will have responsibility for ensuring the security of the machine. Anyone using the terminal will be required to enter his/her name, the date, and starting and ending times on a manual log. The security officer, who may be the COH Chairperson, will be responsible for periodically validating the manual log book by comparing the entries to the automated log. The machine will record daily the codes of individuals using the terminal and the log-in and log-out times.

Security of Manual Files and Input Documents

All input documents and files will be kept in locked cabinets. As with the terminals, the cabinets should be located in rooms that have a constant occupant. Districts will maintain input documents for six months.

The automated system does not replace the need for physical child files. Districts will continue to maintain forms with signatures and back-up narrative reports. In addition, the districts will add to the permanent files forms noting approvals for certain system activities, such as the permission from the COH Chairperson to change data more than six weeks after the initial entry.

OPERATING CHARACTERISTICS

Hardware

The system will consist of terminals and printers located in remote sites and tied in to a central computer located in the MIDP facilities. Only editing of input, inquiry and printing capability will be available at the remote sites. We do not believe that microcomputers are necessary at this time.

The magnitude of input/output estimates dictates the capacity of the input and output equipment necessary. In developing a recommended hardware configuration, we considered the use of both existing and new equipment. Each of the 33 regular education districts has, or will have, an IBM 3276 CRT and an IBM 3287 printer. This equipment alone, however, is not sufficient to meet the system's needs.

The IBM printer prints at a speed of only 30 lines per minutes. At this rate, each district would require approximately 24 hours to print the reports for distribution every other Friday.

We suggest that DSE lease additional equipment. The IBM 3262 printer, for example, is also compatible with the existing hardware. With a dedicated telephone line, the 3262 prints at 230 lines per minute (LPM). Dropping the speed to 180 LPM to allow for page feeds and paper changes, the printer or another comparable unit will produce the biweekly reports necessary in approximately four hours per district. Although the CAP will not require the use of the regular education printer routinely, the machine does provide the necessary back-up in case of unanticipated downtime.

We also recommend that DSE lease a second IBM 3276 CRT, or an equivalent unit, for data entry at each district. Dividing the data entry tasks increases the time available for quality control procedures and provides a necessary margin for safety. With two data entry machines, the system will normally have time to edit the input, return error reports, and accept corrections before a final run.

We estimate a total annual city-wide cost of approximately $300,000 or $9,100 per district, for leasing 45 CRTs, 45 printers, 45 dedicated telephone lines, and 90 modems. The following exhibit details the cost by item.

Location of Hardware

Forty-five locations have been selected to receive terminals and printers. A terminal and printer will be located in each of the thirty-three COH locations. Each of the six regional offices will also have a terminal and printer. The addresses for these 39 terminal and printer locations are given at the back of this section. Five terminals and printers will be located at 110 Livingston Street. The allocation of these machines is as follows:

- Regional Programs Office, 4th floor - 1
- City-wide Programs Office, 4th floor - 1
- SBST-CBST Placement Office, 2nd floor - 1
- Executive Offices, 3rd floor - 2

A terminal and printer will also be located in the Resource Room offices at 100 Attorney Street in Manhattan.

Software

A software language compatible with that already being used in current MIDP-operated systems will be selected. As this is a systems requirement document, rather than a systems analysis and design, language and other software requirements will not be specified here. These will be selected by the programmers during the systems design and programming phase of implementation.

ESTIMATED ANNUAL LEASE COSTS
Data Communication Hardware
(in 1981 dollars)

45	IBM 3276 CRT's with keyboard or equivalent unit ($182/mo.)	$ 98,500
45	IBM 3262 (Model 13) Line Printer or equivalent unit ($247/mo.)	148,000
45	Dedicated telephone lines (Assumption: $75/mo./district)	28,800
90	Modems (one at each end of the line at $24/mo.)	26,000
	TOTAL CITY-WIDE	$301,300
	TOTAL DISTRICT	$ 9,130

Note: These figures assume that information is to be leased. DSE may also wish to consider purchasing equipment.

Processing

MIDP will handle all processing involved in this system. In conversations with the Assistant Executive Director for Data Processing, he stated that MIDP will move to double density storage capacity and upgrade their mainframe in August 1981. Due to these improvements, the Assistant Executive Director for Data Processing has assured us that MIDP will be able to support the additional terminals and printers, and provide for all storage needs required by the system. Our estimates indicate that the Child Assistance Program will require slightly greater than 120,000K bytes of disk storage. The basic calculations used to identify the disk storage requirements appear in the following exhibit.

Our interviews with field staff indicated that in most cases an overnight response time is acceptable. Therefore, overnight batch processing will be used. Data will be input at distributed terminals throughout the day. Initial editing will occur at the terminals with immediate real time feedback to the data manager. The accepted data will be batched to central processor at night. Updates will be complete by 7:00 a.m. the next morning.

PERSONNEL REQUIREMENTS

District Personnel Requirements

Each district will require a minimum of two "data managers" to operate the systems. Data entry will be the major skill required in these positions. In addition, the two staff people will oversee the printing and bursting of all reports. Data entry will be heavy Monday through Wednesday, reports will be updated and printed Thursday and pickup and delivery will occur on Friday. Because of this activity, the office should be staffed full-time during the school week.

A final major activity involves the pickup and delivery of all forms and requests. The two new staff personnel will be responsible for overseeing the pickup and delivery throughout the district. Using the check-in code system, the data managers will ensure that forms have been turned in from all appropriate personnel, and will followup on any that have not been sent.

DISK STORAGE REQUIREMENTS

100 fields - approximately	700 bytes	
Data base overhead + "safety"	500 bytes	
Total per child	1,500 bytes	
X 100,000 children		120,000 K bytes
Temporary storage for input - approximately 15,000-20,000 bytes/district		495-660 K bytes
Temporary working storage		1,000 K bytes
TOTAL		121,495-121,660 K bytes

The Chief Administrator for Finance and Management has estimated that one of the two data manager positions could be filled by current staff whose duties have been filled by CAP. The other data manager would be a new position, and would have to be added initially at the time of CAP implementation. The Chief Administrator for Finance and Management has agreed to share the cost of this new hire with each district.

Central Personnel Requirements

Prior to the systems analysis and programming phase, CAP will necessitate the addition of two full-time programmers to the MIDP staff. These personnel requirements were stated by the Assistant Executive Director for Data Processing. These additional staff will ensure the compatibility of CAP with other Board of Education systems, as well as provide ongoing support and maintenance. These internal personnel will work closely with outside programmers, who will be brought in during the development phase to do original programming, expansions, and other such work.

A central staff should oversee and support the Child Assistance Program. MAC recommends that DSE appoint a User Manager with primary responsibility for quality control and field-data processing liaison. This manager should report to a person in the user organization. The data processing person responsible for the operation of the system should have at least a dotted line relationship to the User Manager.

The Office of the User Manager will answer the questions and problems of the field or central personnel. The User Manager serves as an ombudsman for the users. Additionally, the staff will ensure the integrity of the data that the district submits. The Office of the User Manager is an integral part of the overall system design. It is a necessary component if the system is to function efficiently and effectively. .

Initially, CAP will necessitate the creation of the User Manager position, as well as the hiring of one computer specialist to coordinate the technical operation of CAP with the programmers located in MIDP, and serve as a trouble shooter with the field. One Region Administrator, equivalent to the Borough Administrator

now in DataBank, should be hired at the outset to maintain field contact with the schools in the pilot region and serve as a quality control monitor for the districts in this area. One secretarial staff person could provide the assistance needed to the User Manager staff at this time. The total cost for these positions excluding fringes would be approximately $88,000 per year in 1981 dollars.

As CAP becomes more fully operational, it will eliminate the need for some of the positions located in the COH Tracking System and DataBank. Currently, DataBank staff include: 1 Director; 5 Borough Administrators; 1 Borough Coordinator; 3 Computer Specialists; 5 Clerical Staff; and 35 hourly workers who serve as Data Clerks. Two of the hourly workers and one Borough Administrator work part-time with the COH Tracking System. Once CAP is implemented in the Borough Adminstrator's area, (s)he could then begin to allocate a portion of time to CAP. In this position, (s)he could maintain field contact with the schools in the region and serve as a quality control monitor for the districts in his/her area, as is currently done for DataBank.

When DataBank and CAP are merged, all Borough Administrators could be relocated to the Office of the User Manager in the Region Administrator. As their duties for CAP are envisioned to be similar to those currently performed for DataBank, transition would be smooth and effective. Region Administrators will have specifically defined tasks for auditing procedures, periodic contact with the field and other such duties. The need for hourly workers in DataBank would be eliminated, thus allowing them to move into the districts as data managers or assume other positions. Secretarial staff could be moved to the Office of the User Manager, or reallocated as needed. The Director of DataBank could be relocated to MIDP to fully supervise the technical aspects of the total system and to coordinate with the maintenance staff. The computer specialists could be relocated to MIDP as needed. The following organizational chart depicts the staff requirements and merger of DataBank and CAP.

This organization is one possible way of satisfying the objectives of user responsibility and commitment to the system. The organization reemphasizes and fosters attainment of these goals by locating the manager in the user group to provide initial assistance to the field, and by having the six Region Administrators who will work with each district as they are brought onto the system.

STAFF REQUIREMENTS

Year 1

Office of the User Manager

1 User Manager
1 Computer Specialist
1 Region Administrator
1 Secretary

Data Bank

1 Director
5 Borough Adminstrators
1 Borough Coordinator
3 Computer Specialists
5 Clerical Staff
35 Hourly Workers

Additions to MIDP

2 Programmers

Years 2-3

Office of the User Manager

1 User Manager
1 Computer Specialist
6 Region Administrators
1 Region Coordinator
3 Secretaries/Clerical Staff

Additions/Relocations to MIDP

2 Programmers (CAP)
1 Director (DataBank)
3 Computer Specialists (DataBank)

Reallocations to Field

35 Hourly Workers
3 Clerical Staff

ESTIMATED ANNUAL OPERATING COSTS

MAC has estimated total annual operating costs in constant 1981 dollars at approximately $762,960 city-wide, or $23,121 per district. This figure represents 1.8% of the current $42 million dollar budget for support of the SBST model, but only 0.2% of the Division's operational budget.

For purposes of estimating total annual operating costs, we have assumed that the Transportation Department will handle the pickup and delivery of documents.

We have estimated the annual FTE salary for data managers at $16,000. The Chief Administrator for Finance and Management believes that in each district staff whose responsibilities have been decreased by the system will be able to fill one of the data manager positions. The salary of the additional data manager will be shared equally with each district.

Anticipated yearly costs also include approximately $38,000 for paper, supplies, and other miscellany.

The exhibit on the next page summarizes the estimated annual operating costs of the Child Assistance Program. The subsequent exhibit details the transition of costs for CAP and DataBank.

DEVELOPMENT AND IMPLEMENTATION COSTS

System Analysis and Programming

At this time, we anticipate that the programming effort will require a team comprised of a manager, a systems designer, three to four highly qualified experienced programmers, and two lower level programmers. We currently estimate the cost of system analysis and programming at $390,000 in 1981 dollars.

ESTIMATED YEAR 1 OPERATING COSTS

	City-Wide	Per District
Data Communication Hardware	$ 300,960	$ 9,120
Personnel		
Central Staff:	$ 88,00	$ 2,667
1 User Manager @ $30,000		
1 Region Adminstrator @ $23,000		
1 Computer Specialist @ $25,000		
1 Secretary @ $10,000		
Field Staff:		
2 Data Managers/District	$ 256,000	$ 7,758
1 New hire, 1 transfer		
Half of new hire's salary		
paid by District		
Transportation for Pick Up and Delivery	$ 80,000	$ 2,424
Paper, Supplies, Other	$ 38,000	$ 1,152
TOTAL	$ 762,960	$23,121

The above figures are our most realistic estimates for the cost of the system. Low and high estimates range from $450,000 to $1,100,000.

BUDGET FIGURES
CAP AND DATABANK
(in 1981 dollars)

Budget Categories	Year 1 CAP Positions	Year 1 CAP ($000)	Year 1 DataBank Positions	Year 1 DataBank ($000)	Year 1 Total Positions	Year 1 Total ($000)	Year 3 CAP Positions	Year 3 CAP ($000)	Year 3 DataBank Positions	Year 3 DataBank ($000)	Year 3 Total Positions	Year 3 Total ($000)
PERSONNEL												
Pedagogical	2	$ 53.0	7	$186.0	9	$ 239.0	8	$199.0	0	$0.0[A]	8	$199.0
Administrative	2	35.0	8	118.0	10	153.0	4	55.0	0	0.0[A]	4	55.0
Hourly	16.5	256.0	35	254.0	51.5	510.0	16.5	256.0	0	0.0	16.5	256.0
OTPS												
Transportation		80.0		0.0		80.0		80.0		0.0		80.0
Hardware		301.0		16.0		317.0		301.0		0.0		301.0
Supplies		38.0		21.0		59.0		59.0		0.0		59.0
Programming		0.0		161.0		161.0		0.0		0.0		0.0
Outside Assistance	0.0			69.0		69.0		0.0		0.0		0.0
	20.5	$763.0	50	$825.0	70.5	$1,588.0	28.5	$950.0	0	$0.0	28.5	$950.0

[A]Several personnel formerly associated with DataBank will be moved to MIDP, where all programming will be handled. These will include the Technical Director and 3 Computer Specialists. Their combined salaries equal approximately $110,000.

Introduction and User Training

DSE currently has an application for training grant funds outstanding. A decision on this matter should be forthcoming within the next month. If grant funds are not awarded, DSE has decided to fund training internally as outlined in the grant proposal.

The Chief Administrator of Finance and Management has recommended a training budget of $206,000 in 1981 dollars, with the minimum amount being $123,500. For the purposes of this report, we have estimated a training budget of $165,000, which is an average of the high and low figures. The following exhibit details the current estimates of development and implementation costs.

DEVELOPMENT AND IMPLEMENTATION
ESTIMATED COSTS
(in 1981 dollars)

Analysis and Programming	$390,000
Design of Data Base	16,000
Code Monitor	9,000
Data Entry	60,000
Edit and Error Reporting	70,000
Data Base Update	60,000
Report Generation	115,000
Creation Programs	60,000
Introduction and User Training	$165,000
TOTAL	$555,000

PROJECTED PLACEMENTS OF FIELD HARDWARE

REGIONS

Region I - Manhattan
280 Broadway
New York, NY 10007

Region II - Bronx
I.S. 192X
650 Hollywood Avenue
Bronx, NY 10465

Region III - Brooklyn
360 36th Street
Brooklyn, NY 11232

Region IV - Brooklyn
P.S. 199
1100 Elm Avenue
Brooklyn, NY 11230

Region V - Queens
P.S. 164
77th Avenue & 137th Street
Flushing, NY 11367

Region VI - Staten Island
211 Daniel Low Terrace
Staten Island, NY 10301

DISTRICTS

Manhattan District 1
P.S. 142
100 Attorney Street
New York, NY 10002

Manhattan District 2
P.S. 33
281 9th Avenue
New York, NY 10025

Manhattan District 3
P.S. 165
234 West 109th Street
New York, NY 10025

Manhattan District 4
P.S. 146
421 East 106th Street
New York, NY 10029

Manhattan District 5
P.S. 36
123 Morningside Drive
New York, NY 10027

Manhattan District 6
I.S. 233
601 West 183rd Street
New York, NY 10033

Manhattan District 33
P.S. 124
40 Division Street
New York, NY 10002

Bronx District 7
I.S. 184
778 Forest Avenue
Bronx, NY 10456

Bronx District 8
P.S. 69 - Mini School
360 Theriot Avenue
Bronx, NY 10473

Bronx District 9
P.S. 42
Washington Avenue & Claremont Avenue
Bronx, NY 10457

Bronx District 10
P.S. 32
690 East 183rd Street
Bronx, NY 10458

Bronx District 11
P.S. 89
980 Mace Avenue
Bronx, NY 10469

Bronx District 12
P.S. 158
800 Home Street
Bronx, NY 10456

Brooklyn District 13
P.S. 93
31 New York Avenue
Brooklyn, NY 11216

Brooklyn District 14
P.S. 120
18 Beaver Street
Brooklyn, NY 11206

Brooklyn District 15
P.S. 261
314 Pacific Street
Brooklyn, NY 11201

Brooklyn District 16
P.S. 81
990 DeKalb Avenue
Brooklyn, NY 11221

Brooklyn District 17
P.S. 138
801 Park Place
Brooklyn, NY 11214

Brooklyn District 18
P.S. 242
100-01 Flatlands Avenue
Brooklyn, NY 11236

Brooklyn District 19
P.S. 213 - Mini School
580 Hegeman Avenue
Brooklyn, NY 11207

Brooklyn District 20
P.S. 247
7000 211st Avenue
Brooklyn, NY 11214

Brooklyn District 21
P.S. 100
2951 West 3rd Street
Brooklyn, NY 11224

Brooklyn District 22
P.S. 206
East 22nd Street & Neck Road
Brooklyn, NY 11229

Brooklyn District 23
P.S. 184
273 Newport Street
Brooklyn, NY 11212

Queens District 24
P.S. 153
60-02 60th Lane
Maspeth, NY 11378

Queens District 25
I.S. 237
46-21 Colden Street
Flushing, NY 11355

Queens District 26
P.S. 46
218th Street & 67th Avenue
Bayside, NY

Queens District 27
P.S. 223
125-20 Sutphin Boulevard
Jamaica, NY 11436

Queens District 28
P.S. 40
109-20 Union Hall Street
Jamaica, NY 11433

Queens District 29
P.S. 147 - Mini School
218-01 116th Avenue
Cambria Heights, NY 11411

Queens District 30
O.S. 76
36-36 10th Street
Long Island City, NY 11106

Staten Island District 31
Seaside Center
777 Seaview Avenue
Staten Island, NY 10305

Brooklyn District 32
P.S. 377
Woodbine & Wilson Avenues
Brooklyn, NY 11221